

INSPECTION REPORT

DIDCOT GIRLS' SCHOOL

Didcot

LEA area: Oxfordshire

Unique reference number: 123260

Headteacher: Mrs J Hebbert

Reporting inspector: Mrs J Murray
Rgl's number : 1606

Dates of inspection: 30 October – 1 November 2000

Inspection number: 223960

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 -18

Gender of pupils: Girls

School address: Sherwood Road
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Oxfordshire

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Appropriate authority: The governing body

Name of chair of governors: Mr J Francis

Date of previous inspection: 6 March 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Didcot Girls' School is a comprehensive school with language college status. With 1343 girls, aged 11 to 18, it is larger than many other comprehensive schools. It shares its sixth form with St Birinus boys' school. The school is situated in Didcot and has expanded its number on roll by over a quarter in the last five years; it is a popular and over-subscribed school. Girls are from very mixed socio-economic backgrounds, ranging from deprivation to affluence. However, less than ten per cent of families claim that they are entitled to free school meals, which is below the average for comprehensive schools nationally. The number of girls from ethnic minority backgrounds is very low; 43 girls speak English as a second language. The school has identified about 14 per cent of its pupils in Years 7 to 11 as having special educational needs, which is broadly average. Although girls of all levels of attainment enter the school, in recent years there are more girls whose prior attainment is above average than is found in most schools nationally. Typically, around 85 per cent of girls transfer into the sixth form or other types of further education at the age of 16.

HOW GOOD THE SCHOOL IS

The school works very effectively in engaging girls in learning, broadening their horizons and giving them the self-confidence to exploit the rich variety of opportunities provided. One of the many strengths of the school is in cultivating a climate where everybody is expected to do well. The dynamic leadership of the headteacher promotes high expectations and high levels of attainment. Well-qualified and knowledgeable teachers are employed and an excellent staff development programme enhances their subject knowledge even further. Very good management of the budget, of the staff and of girls' personal development contribute to the school giving very good value for money.

What the school does well

- The headteacher provides excellent leadership. Her high expectations and strongly held beliefs are infectious and underpin the ethos of the school.
- Good teaching encourages girls of all abilities to work hard, achieve well and to attain academic standards that are well above national averages.
- The girls' enthusiasm, self-motivation and willingness to participate in everything that the school has to offer ensure that they learn well.
- Curricular provision, extra-curricular enhancement and strong pastoral support provide a wealth of opportunities that foster pupils' interests and leads to excellence in personal development.

What could be improved

- The school has a strong tradition of testing and assessing girls' performance but the data available, both internally and from national sources, could be used more consistently and effectively to set targets and identify trends.
- The opportunities for monitoring and developing teaching through classroom observation are not sufficiently well co-ordinated to share good practice systematically.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good improvement since the last inspection in 1995. It has made very good progress in developing and managing its growth and its change of status to that of a language college. The many strengths that were identified in the previous report have been built on so that aspects such as pastoral care, good teaching and relationships continue to be strong. Standards of attainment have continued to rise and the school is well placed to meet its targets. The issues identified for improvement have been addressed but the provision for collective worship does not yet meet requirements fully. Improved development plans are used and monitored by the senior managers but there is still further work to be done at departmental level. The strength of leadership and the close team-work of the senior managers, with support from the governing body, provide an assurance that the momentum for improvement can be maintained.

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 in 2000.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A	A	A	A
A-levels/AS-levels	A*	A	Not available	

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

At the end of Key Stage 3, the results attained in national tests have been above, or well above average, for the last four years compared to national results for all, and similar schools. In 2000, there were more girls at the end of Key Stage 3 who required additional support than was usual, but their performance was still above average. These results signify good progress in the three subjects of English, mathematics and science with an improving trend that is better than that nationally.

The school's GCSE results have shown a rate of improvement similar to the national trend, but results have been well above average compared to all and similar schools. Compared to their earlier attainments, particularly on entry to school, girls achieve very well for the past four years. The average points score is high and the proportion of girls achieving at least one GCSE examination is very much better than in other schools. In 1999 girls tended to do best in religious education, French and drama and least well in physical education and history. Information for 2000 is not available.

The average A-level examinations points score is high and was exceptionally so in 1998. Girls achieve well and their performance reflects their success in the earlier GCSE examinations. There is also a very high pass rate for those girls taking vocational courses in the sixth form.

The school is very successful in helping girls to achieve well. The achievements of girls of all abilities are good and overall, girls make very good progress from the time they enter school until they leave. The school's targets are appropriately challenging, particularly for lower attainers.

Overall, the standards seen during the inspection confirmed that girls attain at above the expected levels for their age. Standards in literacy are above average and girls' speaking and listening skills are particularly well developed. Standards of numeracy are high and girls carry out written calculations confidently and accurately in subjects such as science and geography, as well as in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of girls have very good attitudes to the school and to their work. They enjoy learning and contribute well in lessons.
Behaviour, in and out of classrooms	Very good both in lessons and about the school. Girls are friendly and helpful and this positive behaviour leads to a good climate for learning in lessons. The rate of exclusions is low.
Personal development and relationships	Excellent provision is made for girls of all abilities to develop their interests and talents. Relationships are extremely positive so that girls work together co-operatively.
Attendance	Good. Unauthorised absence is broadly average.

Girls and staff have a high regard for their school and respect for each other. They respond very well to the trust given to them to work independently on, for example, computers or other work at lunch-times.

TEACHING AND LEARNING

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

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

Teaching and learning are consistently good throughout the school; a significant proportion of teaching is very good. Teaching is good or better in 77 per cent of lessons, and at least satisfactory in all cases. No lesson was less than satisfactory. Teaching is good overall in the three core subjects but it is generally better in English than it is in mathematics and science. This is because a greater range of teaching strategies is used and pupils are more involved in their learning.

Teachers are well qualified and have good subject knowledge. They skilfully ask questions that make girls think and they structure their lessons so that girls understand exactly what they are going to learn. The very best teaching pushes the girls to learn more than they might think themselves capable of. A major strength of the school is that the girls contribute to their own learning by willingly participating in lessons, thus forming a partnership with their teachers. Satisfactory lessons are usually more routine in approach; teachers would benefit from sharing the best practice in the school and using data more selectively to set targets for improvement.

The teaching of literacy skills is good. In Year 7, specific targeted support is provided for improving reading. Numeracy skills are taught well in mathematics but there is no whole school policy to promote a consistent approach across other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The breadth and range of courses, and the excellent extra-curricular provision, offer outstanding opportunities for pupils to achieve success.
Provision for pupils with special educational needs	The school makes very good provision ensuring that these pupils have work suited to their level of learning. Additional support is provided in lessons by well-qualified classroom assistants.
Provision for pupils with English as an additional language	The literacy programme and good teaching ensures that these pupils learn and make good progress.
Provision for pupils' personal, spiritual, moral, social and cultural development	Overall, very good opportunities are created for pupils to reflect on their own values, to learn to take responsibility and to respect other cultures and societies. Many lessons provide for pupils' spiritual development but the school does not comply fully with the requirements for a daily act of collective worship.
How well the school cares for its pupils	Excellent pastoral support is given to individual pupils and their families. Child protection procedures are securely in place and there are very good procedures to monitor girls' welfare.

The curriculum is particularly strong at Key Stage 4 and post-16. Courses are designed so that all girls are able to pursue subjects and examinations best suited to them. Sixth form provision benefits from joint working arrangements with the boys' school and an extensive range of courses is on offer. At Key Stage 3, some subjects such as physical education have a low time allocation. This, and poor facilities, makes planning to cover National Curriculum requirements difficult. The pastoral support provided is of high quality and the school is a safe and happy place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. A strong team of senior managers, all of whom work with a common sense of purpose, promote the values of the school very well.
How well the governors fulfil their responsibilities	The governing body is very supportive and proud of the school. It reviews the school's work through the reports it receives in a satisfactory manner.
The school's evaluation of its performance	The school uses a range of information most successfully to identify how well it has done and what needs to happen next. The use of data to predict and set targets could be more effective.
The strategic use of resources	The school makes very good use of its resources, particularly to ensure a highly professional teaching staff.

The headteacher's high expectations provide the impetus for hard work and the culture of success that pervades the school. Her leadership has developed staff well; she has a strong team and secure management structures to ensure that the school is effective in what it does. Procedures for monitoring and evaluating the work of the school are secure but there is scope to use data more effectively and to share good teaching through systematic observations. The budget is managed very well and there is a good understanding of best value. These factors, with the high standards achieved by the girls, lead to the school providing very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their daughters are expected to work hard and make good progress. • The strong leadership of the headteacher and the promotion of the school's values. • That the teaching is good and that teachers give a lot of time to helping their daughters. • The good range of opportunities to take part in visits, musical events and sport. • The status of the school as a language college and the provision of languages. 	<ul style="list-style-type: none"> • More information about how their daughters are progressing. • More frequent contact with the school. For example, through additional parents' consultation evenings.

The parents' views on what they like about the school are some of its strengths. Inspectors looked carefully at the way that parents are informed about the progress that their daughters make and found that consultation evenings are held at least once each year with individual appointments offered to parents who seek further information. Reports were redesigned last year to include more detailed information; parents' responses to these are very favourable. Whilst schools can always hold more frequent meetings for parents, inspectors found that the arrangements at Didcot Girls' school are within a normal range and that the contact with individual families is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership. Her high expectations and strongly held beliefs are infectious and underpin the ethos of the school.

1. The headteacher leads her senior managers and other staff with clear conviction that girls' personal achievements and development are central to the work of the school. She is committed to getting the best out of everybody and is intent on inspiring all with the confidence to succeed. The senior managers, with the headteacher, form a strong team. Their roles and responsibilities are defined clearly so that they work efficiently, sharing a common view of what needs to be done and where the school is going. To spread the work load, and to allow further opportunities for staff development, an extended management team is being formed from other senior staff. This group has the potential to be a powerful force in upholding the school's values and high expectations. The governing body is very supportive and proud of the school and its achievements. They have an appropriate committee structure and meet regularly to review the school's work through the reports given to them. Parents think that the school expects their daughters to work hard and inspectors found this to be true.

2. The culture of the school is about success at every level for girls and staff. Girls thrive in this climate and respond very well to all the opportunities presented. The headteacher takes a personal interest in all members of the school and she endeavours to have structures in place that will develop talents and interests. Staff deployment is particularly effective, so that teams of teachers and administrative staff service the school well, enabling girls' achievements to be promoted and extended. The staff development programme is excellent. The induction programme, the newly qualified teachers' programme and regular in-service work ensure that teachers' skills are updated regularly.

3. The last inspection found that development planning was not detailed enough. Senior managers have since produced different style plans and these have been implemented successfully so that the school has attained specialist language college and Investors in People status. Heads of department also produce development plans linked to the school's plans, but few of these set clear targets for improvement or state clearly enough key priorities. At whole school level, the budget is managed skilfully to reward teachers, to fund initiatives and to finance the school development plan. The headteacher's astute management of the school's resources and her dynamic leadership have resulted in high standards and in a wealth of opportunity for girls to learn effectively and to enrich their lives.

Good teaching encourages girls of all abilities to work hard, achieve well and to attain academic standards that are well above national averages.

4. During the inspection, teaching was consistently good across the school and departments. It was never less than satisfactory and in nearly a third of lessons, teaching was of a very good standard. The school seeks to employ teachers who are well qualified in their specialist subject. Their expertise is a real strength of teaching. Teachers use their knowledge not to just impart information but to challenge girls and to extend their thinking. Very good subject knowledge and, in most cases, thorough planning provide teachers with the security to use different strategies in their teaching. These factors lead to consistently good teaching that sets the classroom climate for a mutual partnership of teachers teaching and pupils learning. There is much good practice in the school that could be more systematically shared within and between departments.

5. In the majority of lessons, especially in those that are good or very good, teachers provide a good sense of purpose by using a structured approach of a beginning, a middle, and an end to each lesson. Girls start the lesson knowing what they are going to be learning and why, they then take part in activities that meet these intentions and the teacher finishes with a recap and summary of what has taken place and where it will lead to in the next lesson. Many examples of this were seen. For instance, in a Year 10 English lesson, the teacher recapped the work that had been covered previously on Pygmalion, prompting the pupils' recall and allowing them to show that they had a good perception of the characteristics of Professor Higgins. The girls knew exactly what was required of them and they took part in discussions and further work in the lesson, building on what they already knew. At the end

of a Year 11 French lesson, the teacher summarised very well, leaving the pupils clear and confident how to approach their work the next time.

6. Many teachers use probing and searching questions very effectively. Their good subject knowledge allows them to ask for information in different ways and to pitch questions at different levels. This means that more able girls are challenged to present thoughtful answers whilst lower attainers are not afraid to answer some of the less demanding questions. For example, in an A-level mathematics lesson on calculus, the teacher kept asking 'why', so that the pupils had to explore and explain their reasoning. Whereas in a Year 11 history lesson for a lower set, the teacher made contrasts between Roosevelt and Hitler and, through his gentler choice of questions, he held pupils' interests helping them to learn about that period and to use appropriate historical skills.

7. Teachers pay very good attention to providing materials and tasks for pupils at all levels of attainment, which is a reason why so many attain high standards and do well in public examinations. Teachers have a good understanding of how to adapt work for both higher and lower attaining girls and they expect them to work hard and to achieve. Some work is pitched at a very high level. Two examples of very high expectations were seen in a Year 12 science project and a Year 11 English lesson. In the science project, the girls resolved the problem of leak detection in turbine coolers at Didcot power station and in the English lesson, girls had to think about higher order learning skills so that they would be more effective in their essay writing.

The girls' enthusiasm, self-motivation and willingness to participate in everything that the school has to offer ensure that they learn well.

8. Girls have very good attitudes to their work and towards the school. Their attitudes contribute to purposeful learning, good progress and responsible and considerate behaviour. The care and support invested in them through the strong pastoral system, good teaching and high expectations equips them with self confidence and a desire to learn. Most girls want to do well and they work hard and expect to be successful. Parents rightly believe that the school has high expectations of their daughters and this is visible throughout the school. The girls respond very well to all the opportunities presented, taking on responsibility and finding ways to improve and develop themselves. For example, in all form rooms there are lists for girls to volunteer for numerous activities that range from supporting younger pupils, to being form captains, and to attending school council meetings. Girls respond to these with great interest and enthusiasm, including the rota for litter duty.

9. In lessons, girls behave extremely well. During the inspection, they were attentive and listened to what they had to do and then started working without fuss. This response to learning saves time being wasted and allows teachers to give individual help as well as giving new information in an atmosphere of receptiveness and concentration. For example, in a Year 11 art lesson, pupils worked intently on their portraits whilst the teacher worked with other individuals, assisting them to compare styles of different artists. He was able to use his subject knowledge to motivate and guide each individual and the whole class benefited from their own mature and sensible approach to the lesson. Whereas the lively response of Year 7 girls in a drama lesson led to animated discussion where they all wanted to contribute and the teacher was able to capitalise on their contribution of ideas.

10. The atmosphere at lunch and break times is very good. Girls are all engaged in play or taking advantage of quiet seating or one of the many activities open to them. There is no sense of filling in time or that staff have to watch their every move. Although staff take charge of activities, girls show the responsible side of their nature by needing little attention. There is a strong feeling that the school is a learning community within which the girls are thriving.

Curricular provision, extra-curricular enhancement and strong pastoral support provide a wealth of opportunities that foster pupils' interests and leads to excellence in personal development

11. Curricular breadth and opportunities, particularly at Key Stage 4 and post-16, are very good. Courses are designed so that all girls are able to pursue subjects and examinations best suited to them. The more academic girls can take three separate sciences or follow up to three languages, with a wide

choice available to them. These are timetabled imaginatively so that use is made of twilight sessions as well as time within the normal school day. For those girls who may have learning difficulties, or who are lower attainers, there are a good range of courses such as the Asdan Award Scheme, Certificates of Achievement and extended work placements placed alongside GCSE courses.

12 Sixth form provision benefits from the joint working arrangements with the boys' school so that an extensive range of courses is on offer. These cover vocational courses as well as the traditional A-level subjects. The provision is very well co-ordinated and the support, guidance and use of data and targets to monitor the girls' progress are all most effective in producing high results; this practice could be usefully developed throughout the school.

13 The curriculum at Key Stage 3 covers the requirements of the National Curriculum and is enhanced by all girls studying two foreign languages, drama, and personal and social education. As a consequence, the time allocated to some subjects is on the low side but just sufficient to ensure that statutory requirements are met. In physical education, limited facilities and low time allocation makes planning to cover National Curriculum requirements difficult. Girls have very good access to computers but the development of their information technology skills in subjects at Key Stage 4 is not yet secure. However, all girls follow a short GCSE course in information technology.

14 Girls' personal development features strongly in the aims of the school. To meet this end, a very full and rich programme of extra-curricular visits and activities is offered to girls. The school has a very good climate for learning, in which achievement of all kinds is celebrated and in which spiritual, moral, social and cultural values permeate every aspect of the school's corporate life. The school's designation as a specialist language college has enabled it to develop an international dimension, to upgrade ICT equipment and to employ advanced skills teachers to ensure that gifted and talented pupils are appropriately challenged. Within curriculum time, there are numerous visitors to the school and visits to museums and other places of interest. More extended out of school opportunities include summer workshops for more able pupils; work experience links with Turin and links for the Comenius project; music tours on the continent and school dance, drama and musical productions

15 Didcot Girls' School is an outward looking school and not one that works in isolation. Its website is informative with up-to-date information about the many activities that the school is involved in. All girls have their own email addresses and some use these to communicate with friends in other countries. The school warmly embraces its work with Oxford University in the training of teachers; and its links with its partnership schools and with Didcot's twin town, Meylan in France. Through all this work, the school offers a very good range of opportunities for all pupils, widening their horizons and meeting their needs as responsible young adults able to take their place in society.

WHAT COULD BE IMPROVED

The school has a strong tradition of testing and assessing girls' performance but the data available, both internally and from national sources, could be used more consistently and effectively to set targets and identify trends.

16 At present, data are not used as effectively as they could be in Key Stages 3 and 4 in all subjects to set clear targets and to monitor that progress is as good as it should be. The school uses a range of tests to collect information about individual girls and the nature of different year groups. This provides a fairly accurate picture of what the girls can do when they enter the school and again at the end of Key Stage 3. Senior staff analyse this information and send it to department heads with the expectation that it will be used to predict future performance and also to track girls' progress. However, when it reaches departments there are inconsistencies in the way the test results are used, as heads of department respond in a variety of ways. These responses range from satisfactory to good but few identify clearly what the expected targets for their classes are to be from the information provided.

17 The school development plan includes the school's future targets but there is a lack of clarity how these were formulated, particularly in mathematics and science. With the wealth of data available, and the benchmark information from the LEA, the school's PANDA and the PCSI, the school is very well placed to use this information more effectively. Examples of good practice occur in the school, such as in the sixth form where GCSE performance is analysed to predict A-level outcomes and to monitor the girls' progress.

The opportunities for monitoring and developing teaching through classroom observation are not sufficiently well co-ordinated to share good practice systematically

18 Opportunities for sharing good teaching practice through classroom observation could be planned and monitored more systematically. A strong feature of the school is its commitment to the development of teachers' knowledge and skills. The staff development programme is excellent and the school was a fore-runner in taking part in the Threshold Assessment scheme. The visit by the external assessor validated the process and all eligible teachers passed the threshold for additional pay. As part of this process, senior managers undertook a programme of classroom observations to provide them with accurate and up-to-date information about teaching. This process could usefully be developed across all teachers, building on the arrangements that already exist. Classroom observation forms part of the induction programme for new teachers to the school, as did some of the work of the Advanced Skills Teacher on adapting work for talented and gifted pupils. Heads of department are expected to observe teaching where they can, and to give feedback to teachers. These various strands provide the headteacher with a good over-view of the teaching in the school but at present, there is a lack of a co-ordinated approach to ensure that all staff gain the benefits of planned observations.

19 Much of the teaching in the school is very good. The school recognizes that this practice should be disseminated to all teachers so that the strengths of clear beginnings, good summaries and skilful questioning become established practice for all teachers. The school's newly formed performance management strategies are due to be implemented. These strategies have the potential to create a systematic framework for classroom observation that provides head of departments with information to enable them to set targets for individual pupils, and for classes, as well as providing support where it is needed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20 To sustain and improve the standards of work the school should:

- (1) use the available data more effectively in order to :-
 - allow departments to set realistic but challenging targets for improvement;
 - track girls' progress across the key stages and to ensure that attainment is as high as it should be in all subjects;
 - give greater clarity as to how the school is doing in comparison to national performance for all pupils and for girls' schools.
(Paragraphs : 3, 12, 16, 17)

- (2) implement the performance management policy in order to share good teaching practice by :-
 - establishing a clear programme of classroom observation by heads of departments and other senior managers;
 - using criteria against which teaching is judged to monitor the quality of teaching;
 - using the information gained more systematically to set targets and support for pupils.
(Paragraphs : 4, 17, 18, 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
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
0	31	46	23	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	1343	228
Number of full-time pupils eligible for free school meals	100	n/a

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	10	0
Number of pupils on the school's special educational needs register	157	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	47

Attendance

Authorised absence

	%
School data	93.5
National comparative data	91.0

Unauthorised absence

	%
School data	0.6
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 pupils in final year of Key Stage 3 for the latest reporting year	2000	n/a	225	225

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	154	163	155
	Total	154	163	155
Percentage of pupils at NC level 5 or above	School	73 (89)	74 (77)	71 (74)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	32 (53)	52 (52)	34 (43)
	National	(28)	(38)	(23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	n/a	n/a	n/a
	Girls	175	160	167
	Total	175	160	167
Percentage of pupils at NC level 5 or above	School	78 (82)	71 (83)	74 (71)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	42 (45)	52 (56)	44 (43)
	National	(31)	(37)	(28)

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

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	n/a	199	199

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	n/a	n/a	n/a
	Girls	131	189	194
	Total	131	189	194
Percentage of pupils achieving the standard specified	School	65.8 (62)	95 (96)	97.5 (99)
	National	(46.6)	(90.9)	(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	45.9 (45)
	National	(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	0	n/a
	National	n/a	n/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	n/a	116	116

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	n/a	24.1 (20.2)	24.1 (20.2)	n/a	1.75 (2.7)	1.75 (2.7)
National	(17.7)	(18.1)	(18.1)	(2.7)	(2.8)	(2.8)

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

Vocational qualifications GNVQ Intermediate	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	14 (21) 92.9 (90.5)
	National	(72.9)

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0 n/a
	National	n/a [82.5]

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	3
Indian	7
Pakistani	0
Bangladeshi	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	4
White	1296
Any other minority ethnic group	29

Chinese	0	0
White	31	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: Y7 – Y13

Total number of qualified teachers (FTE)	79.6
Number of pupils per qualified teacher	16.9

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	17.0
Total aggregate hours worked per week	450

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	73.1
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Average teaching group size: Y7 – Y11

Key Stage 2	n/a
Key Stage 3	17.5
Key Stage 4	14.9

Financial information

Financial year	1999-00
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	£
Total income	3047228
Total expenditure	2968917
Expenditure per pupil	2318
Balance brought forward from previous year	-35913
Balance carried forward to next year	42398

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1343
Number of questionnaires returned	462

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	54	7	2	1
My child is making good progress in school.	42	53	3	0	2
Behaviour in the school is good.	24	60	7	2	8
My child gets the right amount of work to do at home.	23	58	14	3	2
The teaching is good.	32	60	2	0	5
I am kept well informed about how my child is getting on.	22	50	19	3	6
I would feel comfortable about approaching the school with questions or a problem.	43	47	6	1	3
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	19	55	17	2	7
The school is well led and managed.	43	47	3	0	6
The school is helping my child become mature and responsible.	35	56	5	0	4
The school provides an interesting range of activities outside lessons.	39	50	5	1	5