

INSPECTION REPORT

EGGLESCLIFFE COMPREHENSIVE SCHOOL

Eaglescliffe

LEA area: Stockton on Tees

Unique reference number: 111727

Headteacher: Mrs A Darnell

Reporting inspector: Ms M T Whitfield
4928

Dates of inspection: 27 – 29 November 2000

Inspection number: 223984

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:	Mixed
School address:	Urlay Nook Road Eggescliffe Stockton-on-Tees
Postcode:	TS16 0LA
Telephone number:	01642 391810
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Davies
Date of previous inspection:	8 January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time students:	1385 pupils, larger than other schools of this type
Students with English as an additional language:	1.5%, a little higher than in most schools
Students entitled to free school meals:	4.8%, below the national average
Students on the register of special educational needs:	12.2%, below the national average
Average number of students per teacher:	16.8:1, broadly average
Attainment of students on entry is above the national average.	

HOW GOOD THE SCHOOL IS

Egglescliffe School is a very good school. It has improved significantly since the last inspection. The leadership provided by the head teacher is excellent. She is well supported by a very effective senior management team and able middle managers. Governors have a very good understanding of the strengths and weaknesses of the school and help to set the right priorities. Teaching is generally of a high quality and enables students to achieve very good results. The standards achieved by students in tests and examinations are well above the national average. The school provides very good value for money. Overall, the school's significant strengths outweigh the very few weaknesses, which it has recognised and begun to tackle.

WHAT THE SCHOOL DOES WELL

- The school is very well led, particularly by the headteacher, who provides a clear direction in the constant drive to improve standards.
- Most students achieve very high standards of attainment at Key Stage 3, GCSE and in the sixth form.
- Good teaching and very good relationships between teachers and students encourage students to attend school and work hard.
- The wide range of curricular and extra-curricular opportunities provided for students ensures that they develop into well-rounded citizens.
- Students display very positive attitudes to school and generally behave very well.

WHAT COULD BE IMPROVED

- The school could develop and expand the initiative to improve boys' achievement.
- Include measurable targets in all development planning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1996. Since then standards have risen throughout the school and have continued to exceed the national average. The trend in results at Key Stage 3 in the core subjects is broadly in line with the national trend. The number of students achieving five or more GCSEs has risen, as has the number

achieving five or more good GCSEs. A level results have now moved well above the national average. The GNVQ courses have encouraged a small number of students to follow a vocational course successfully. The school has set a challenging target for the number of students achieving five or more good GCSEs and is on course to achieve it. The quality of teaching has also improved and only one poor lesson was seen during this short inspection. The school has responded very well to the key issues identified in the last inspection report. The library facilities and the resources available in classrooms are now of a high quality and are effectively used by teachers and students. The cycle of self-evaluation and planning is rigorous and systematic but does not yet include measurable targets. This cycle, which is well led by the senior management team, will ensure that standards continue to rise. The school has achieved specialist performing arts status and has improved the accommodation for music, information communications technology and drama. These areas continue to be significant strengths of the school. The school has very good capacity to improve further.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	[1997]	1998	1999	1999	
Key Stage 3 tests	A	A	A	A	well above average A
GCSE examinations	A	A	A	A	above average B
A-levels/AS-levels	C	A	B	N/A	average C
					below average D
					Well below average E

Results in the national tests for 14 year olds in mathematics and science have been consistently well above the national average for both boys and girls since 1996. Results in English since 1997 have also been consistently well above the national average. Compared with similar schools, the 1999 results were well above average in mathematics and science and in English were in line with similar schools.

In the 1999 GCSE examinations, students' results were well above the national average. Compared with similar schools the number of students achieving five GCSEs is very high as is the number achieving 5 good GCSEs. Based upon the last three years, results were well above the national average for both boys and girls. The rate of improvement is better than the national trend. The school is rightly proud of its results, which have improved significantly since the last inspection. All but one student achieved at least one GCSE in 1999 and in 2000 all students achieved at least one GCSE. The school has set challenging targets for 2001. In 2000 standards continue to be well above national averages. In comparison with similar schools the number of students achieving 5 or more GCSEs and 1 or more GCSE is well above average. The number achieving 5 or more good GCSEs is in line with similar schools.

In the sixth form the standards of attainment in the GNVQ courses are well above the national average. Results in the A level courses in 1999 were above the national average and have been well above the national average since 1996.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students generally have excellent attitudes to school. They are reflective, enthusiastic learners. They work hard and learn how to take on responsibilities.
Behaviour, in and out of classrooms	Behaviour, with a small number of exceptions, is very good. The number of fixed term exclusions in the previous school year was very low.
Personal development and relationships	Relationships between students and teachers are a strength of the school. The students' willingness to support each other is a particular characteristic of their relationships. Students are keen to become involved in the many and varied opportunities available to them.
Attendance	Students' attendance is well above average and the incidence of unauthorised absence is well below average.

Students are very enthusiastic about attending school. They behave well and are eager to achieve high standards. They have very good relationships with each other and are quick to congratulate the achievement of others. They enjoy very good relationships with their teachers and are treated with respect.

TEACHING AND LEARNING

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

Teachers have high expectations of students. They are knowledgeable and enthusiastic about the subjects they teach. Teachers generally manage the behaviour of students very well. Only one poor lesson was seen on the inspection. In this lesson the task students were given resulted in poor behaviour. In Key Stage 4 and with the sixth form the quality of teaching is at least satisfactory in 100% of lessons and is good or better in almost 90% of lessons. Teaching at Key Stage 3 is good or better in almost 70% of lessons seen. Five excellent lessons were seen during the inspection. Pupils are interested in their work and are often very clear about how to improve. They are particularly good at evaluating the quality of their work. Literacy and numeracy are taught well, particularly at Key Stage 4 and in the sixth form.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides students with a excellent range of extra-curricular activities. It does not comply with statute in two areas. Not all students at Key Stage 4 receive their full entitlement to information technology and the sixth formers are not given religious education as a clearly identified part of their curriculum.
Provision for pupils with special educational needs	The provision for students with special educational needs is very good. Students are given appropriate additional support in classrooms or in special groups. They are all

	encouraged to follow GCSE courses.
Provision for pupils with English as an additional language	The provision for students with English as an additional language is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good overall provision for the moral, social and cultural development of students. The tutorial system contributes to these areas of development as do many subject areas especially English, religious education, science, history, and modern foreign languages. Spiritual development is good.
How well the school cares for its pupils	Students are well cared for by all the staff of the school. Staff are justly proud of the detailed knowledge they have of all the individuals in their care.

The school has a broad and balanced curriculum. All students study ten GCSEs. The school has made enormous strides in improving access to a good quality information technology curriculum. The decision to teach information technology across all Key Stage 4 subjects has resulted in some students not receiving their full entitlement. Religious education is not taught as a separate subject in the sixth form. It is however part of the sixth form tutorial programme. Students have access to acts of collective worship on four days each week. The newly acquired specialist school status for the performing arts recognises the considerable strengths the school has in music, drama and dance. The school makes good provision for the health and safety of its students.

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 and is ably supported by two very capable deputy headteachers. Middle managers are very committed to the school and are rightly focused on continuing improvement.
How well the governors fulfil their responsibilities	The governing body knows the strengths and weaknesses of the school very well. They have encouraged the headteacher to set more challenging targets this year. They fulfil their statutory duties.
The school's evaluation of its performance	This is a strength in the school. There is a rigorous and systematic approach to analysing strengths and weaknesses at whole school and classroom levels. Senior and middle managers then plan to remedy any weaknesses with individual teachers. The whole staff is committed to this approach. The school does not set measurable targets for improvement, although it is well placed to do so.
The strategic use of resources	The school makes excellent use of resources and provides very good value for money.

Leadership of the school by the headteacher, governors and senior staff is very good. The school has well developed procedures for involving all staff in school initiatives. As a result these quickly become established as common practice. Procedures for applying best value principles are excellent .

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 high standards the school achieves • The progress made by students with special educational needs • The school's expectation that students will work hard • The school's willingness to answer questions and resolve problems • The progress their children make • The good teaching in the school • The good leadership in the school • The wide range of opportunities students are provided with outside of lessons • The pastoral system which values individuals • The school's work in helping their children become mature and responsible 	<ul style="list-style-type: none"> • More consistency in giving homework in line with the homework timetable and with more realistic deadlines • The system at parents' evening where parents are not able to see subject teachers easily

The inspection team agrees with the very positive views of parents. The school does set high standards and many students achieve them. Teaching is good and students are given access to a wide range of extra-curricular opportunities. The pastoral system supports and cares for students, ensuring that problems are quickly resolved. Students and staff are committed to the school and take part enthusiastically in the many activities on offer.

The inspectors do not agree with the negative views expressed about homework. The team found the homework given to be appropriate and with reasonable deadlines. The school has monitored when homework is given and whether it is appropriate, in response to concerns raised at the Year 8 parents' evening. Early findings indicate that students receive homework as they should, but that individual students need more help in organising it. The school plans to continue checking on the quality and quantity of homework.

Parents' concerns about their access to subject teachers were raised at the last inspection. In response to this the school organised two parents' evenings for students in Key Stage 4. One followed the normal routine of parents discussing their child's progress with the form tutor and the next week another meeting was held where parents could discuss their child's progress with the subject teacher. Only twelve parents chose to take up this option in the first year and none did so in the second year. The inspection team believes the school has tried to satisfy parents on this issue but interest in the new arrangements has been slight.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led.

1. The headteacher provides excellent leadership and she is ably supported by two very capable deputy headteachers. The governors and the rest of the staff provide very good support and this has enabled the school to make significant progress in raising standards of achievement. The headteacher places a high priority on classroom practice and leads by example as a very good teacher. Lesson observations are carried out in an annual cycle by the three senior managers and the heads of departments. Class teachers know how to improve their practice and the examination and test standards for which they should be striving. This rigorous monitoring and evaluation of teaching means that the school is now well placed to introduce its performance management policy.
2. There is generally good leadership at departmental and House level. For example the information communications technology co-ordinator has played a key role in broadening access to information technology across the site. He has done this at a relatively low cost to the school by investigating alternative systems and using older computers well. Heads of House play a full part in researching causes of concern. For example the recent concern raised about homework resulted in them discovering whether homework was being set and if it was appropriate. The school will now continue to explore this area with heads of department.
3. The governing body is aware of the strengths and weaknesses of the school and works with the headteacher and her two senior colleagues to plan actions to remedy these weaknesses. For example they have a good understanding of the underachievement of boys. They recognise that this is not as acute as is the case nationally, but have agreed to fund an additional responsibility allowance to tackle this issue.
4. All staff are fully involved in drawing up departmental and House plans for development. These plans are clear, have an appropriate focus and relate well to whole school priorities.
5. This strong leadership with clearly delegated responsibilities has led to the standards of achievement improving across the school.

Most students achieve high standards of attainment.

6. Overall the rise in attainment shows that the school has made significant improvement in this area since the last inspection. Students enter the school with high levels of attainment in English, mathematics and science. They make very good progress in mathematics and science and good progress in English. At the end of Key Stage 3, attainment is well above average in comparison with all schools nationally. In comparison with similar schools, it is well above average in mathematics and science and in line with similar schools in English.
7. By the end of Key Stage 4, attainment is well above the national average and that of similar schools. The three-year trends confirm that standards are well above national averages. A strength of the provision is the consistency of results across subjects. In 1999, the results at GCSE grades A*-C were significantly above the national average in business studies, chemistry, combined science, design and technology, drama, English, English Literature, French, geography, history, mathematics and physics. In all other subjects students achieved above the national average but not significantly above. In the results for 2000, standards continue to be well above national averages. Very few students do not achieve success at GCSE level. In 1999 only one student was not entered for a GCSE whilst in 2000 all students gained at least one GCSE.

8. This very good progress is continued into the sixth form. Most students are entered for 2 or more A or AS levels and achieve above the national average. Advanced GNVQ achievements were above the national average.
9. There are some differences between the achievement of boys and girls. At the end of Key Stage 3, boys perform as well as girls in science but achieve less in mathematics and English. Girls perform better than girls nationally in gaining the higher GCSE grades except in English Literature in 1999 where they achieved slightly fewer good GCSEs than girls did nationally. Boys perform better than boys nationally in GCSE except in the number of good GCSEs in English Literature, combined science and German. Boys perform better than girls in Drama and Information Technology. A teacher has been given an added responsibility to improve the performance of boys. His plans are clear but the senior management team needs to plan for more rapid progress across the school.
10. The standard of work seen during the inspection matched the high attainment in examinations.
11. In a Year 13 A level English Literature lesson students could make excellent use of their understanding of the characters in 'Talking Heads' to discriminate between the stories. They spoke with conviction when doing so. In a Year 11 information technology lesson some students shared in-depth understanding and application of relational databases.
12. Students' literacy skills develop as they progress through the school. Speaking and listening skills are very good and students are able to address an audience with confidence when presenting a topic to the class. They listen to each other and respond positively to the views of others. Teachers expect students to use the appropriate technical vocabulary and this is used well. For example in a design technology lesson students described the "exploded drawing" and then copied it. Most students have very good reading skills. They read with fluency and understanding. For the small number of students who have problems with reading, extra support is given by a small team of teachers who encourage students to make good progress. Handwriting is generally legible and joined. Several students word-process work if they feel their handwriting is not of a sufficiently high quality. Students write using a wide range of forms across the curriculum, for example account writing in history and narrative writing in English. Spelling and punctuation are well developed by the time students leave Key Stage 4.
13. Students' numeracy skills are good. They have a good understanding of place value and are able to calculate accurately. They use calculators when appropriate. Students can understand information presented graphically, in lists and in tables. They can handle equations and formulae.

Good teaching encourages students to attend school and work hard.

14. Teaching is of a very high quality. It enables students to achieve the high standards expected of them. Teachers have very good subject knowledge and an enthusiasm for their subjects. Students have very good relationships with their teachers and respond with commitment to the tasks set. For example, in a Year 10 science lesson, students used the Internet to identify key information and used this selectively in high quality projects on light and sound. They were able to e-mail their work to the teacher within required deadlines and spoke articulately about the validity of such work as a research technique.
15. The majority of lessons have a brisk pace and students are clear about what they will learn. Lessons have a clear structure. High teacher expectations ensure that students achieve high standards. In a Year 9 music lesson, students were able to play an Indian tune accurately in unison, then in two parts. Teachers manage student behaviour well so that, even when there are potentially disruptive students, most are able to learn. In a Year 9 history lesson, the teacher skilfully ensured that these students listened and responded to others in the class.

16. Teachers use resources well and prepare them in advance of the lesson. Teachers use questioning techniques skilfully to encourage all students to participate. In a Year 11 Drama lesson the teacher drew responses from all students, but also allowed them time to reflect on their answers in small groups and in the whole class.
17. Assessment, both oral and written, is usually good. Teachers know how to help individual students. In a Year 9 French lesson, regular and helpful feedback to students guided their learning.
18. Students enjoy their lessons and feel they are treated as mature young people. They are pleased to attend this school which enables them to learn with pleasure.
19. There are three advanced skills teachers on the staff. They are used to good effect to improve the practice of others in their subject area. The school would benefit from using their expertise more broadly, by enabling them to work with other teachers to develop their skills and techniques. One good example of this has been the use of a dance specialist to increase the expertise of teachers of physical education in dance.

The wide range of curricular and extra-curricular opportunities provided for students.

20. The curriculum on offer to students is broad and balanced. It does not meet statutory requirements in two areas. Students in Key Stage 4 do not all receive their full entitlement to information technology. Religious education is not taught as a discrete subject in the sixth form although it is part of the tutorial programme. Despite these two minor shortcomings, students have access to a good curriculum. Students with special educational needs are well catered for and follow a Certificate of Achievement course in the core areas of English, mathematics and science. They are also encouraged to enter for GCSEs. In the sixth form students have access to information technology expertise which enables them to develop key skills. They are also given opportunities to work with younger students in many curriculum areas. This helps their personal development.
21. There is an excellent range of extra-curricular opportunities, particularly in the Duke of Edinburgh Award Scheme, music, drama and physical education. Students welcome these opportunities and most make good use of the extra clubs. They are also keen to use the revamped library, which is an inviting area for personal reading and private study.
22. The school is part of the Excellence in Cities Initiative and plans are well advanced to support the gifted and talented students. Indeed the school already does this very well. The new thinking skills project should also have a major impact on these students.

Students display excellent attitudes to school and behave generally very well.

23. Students are very committed to the school and enjoy attending. Attendance rates are very high in comparison with national averages. In most lessons students are keen to learn and quickly settle to tasks. There is a small number of students who require firmer handling. Some teachers are able to do this very effectively. A small number of teachers find difficulty with some students and should receive additional support.
24. Most students behave very well both in classrooms and around the large site. They move to lessons reasonably promptly and use the house blocks well during break and lunch times.

WHAT COULD BE IMPROVED

Further develop and expand the initiative to improve boys' achievement.

25. Whilst the school has recognised the need to tackle the issue of boys' achievement, the current plans will take a long time to improve the attainment of all boys. Many lessons already use techniques to improve boys' performance, for example teachers break tasks into smaller sections and individual targets are set for some students. These techniques are not used consistently in all classrooms.

Include measurable targets in development planning.

26. The school does not yet use measurable targets in its development planning. The school development plans are based on tasks related to learning outcomes which are not yet quantified.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. To raise further the standards of work and the quality of education provided, the governors and senior management team should:
28. Develop and expand the initiative to improve boys' achievement by using current effective classroom practices consistently.
29. Include measurable targets in all development planning in order to measure the impact of initiatives.

PART C: SCHOOL DATA AND INDICATORS

30. Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	34

31. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11.6%	37.2%	30.2%	18.6%	0	2.3%	0

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

32. Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	1121	264
Number of full-time pupils eligible for free school meals	37	2

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	144	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	14

33. Attendance

Authorised absence

	%
School data	5.3
National comparative data	7.6

Unauthorised absence

	%
School data	0.2
National comparative data	1.0

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

34. 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
	1999	109	108	217

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	68	83	87
	Girls	96	91	87
	Total	164	174	174
Percentage of pupils at NC level 5 or above	School	76	80	80
	National	63	62	55
Percentage of pupils at NC level 6 or above	School	32	53	47
	National	28	38	23

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	84	93	93
	Girls	103	91	101
	Total	187	184	194
Percentage of pupils at NC level 5 or above	School	86	85	89
	National	64	64	60
Percentage of pupils at NC level 6 or above	School	49	49	57
	National	31	37	28

35. 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	89	111	200

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	50	89	89
	Girls	78	109	109
	Total	128	198	198
Percentage of pupils achieving the standard specified	School	64	99	99
	National	46.6	90.9	95.8

GCSE results	GCSE point score
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	Average point score per pupil	School	49
		National	38
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

36. 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	47	73	120

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	19.9	17.8	18.6	4.0	5.0	4.5
National	17.7	18.1	17.9	2.7	2.8	2.8

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	15	100
	National		79.1

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

37. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	16

38. 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
Chinese	10
White	1344
Any other minority ethnic group	7

Bangladeshi	0	0
Chinese	0	0
White	15	0
Other minority ethnic groups	0	0

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

39. Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	77
Number of pupils per qualified teacher	16.8

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	13
Total aggregate hours worked per week	332

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	80.8%
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Average teaching group size: Y7 – Y13

Key Stage 3	23.3
Key Stage 4	20.5

40. Financial information

Financial year	1999/2000 0
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	£
Total income	3442474
Total expenditure	3453792
Expenditure per pupil	2538
Balance brought forward from previous year	£19982
Balance carried forward to next year	£8664

41. *Results of the survey of parents and carers*

Questionnaire return rate

Number of questionnaires sent out	1394
Number of questionnaires returned	371

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	53	4	1	2
My child is making good progress in school.	44	49	4	0	2
Behaviour in the school is good.	28	59	6	1	6
My child gets the right amount of work to do at home.	28	53	15	3	1
The teaching is good.	40	51	4	0	5
I am kept well informed about how my child is getting on.	29	47	16	5	4
I would feel comfortable about approaching the school with questions or a problem.	57	38	3	1	1
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	36	45	12	3	4
The school is well led and managed.	57	35	3	0	4
The school is helping my child become mature and responsible.	44	47	4	1	3
The school provides an interesting range of activities outside lessons.	45	38	8	1	8