

INSPECTION REPORT

WALTON HIGH SCHOOL

Walton on the Hill

STAFFORD

LEA area: Staffordshire

Unique reference number: 124416

Acting Headteacher: Mrs CR Taylor

Reporting inspector: Mr Mike Dobson
5898

Dates of inspection: 3-5 October 2000

Inspection number: 223994

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 to 18
Gender of pupils:	Mixed
School address:	The Rise Walton on the Hill Stafford
Postcode:	ST17 0LJ
Telephone number:	01785 356300
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Davis
Date of previous inspection:	4 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walton High School is a bigger than average 11-18 mixed comprehensive, with an expanding sixth form. The area it serves is largely residential, with a high proportion of owner occupied houses. The number of pupils eligible for free school meals is well below the national average. The number on the register of pupils with special educational needs is well below the national average. Pupils' attainment on entry is high. The percentage of pupils who on entry between 1997-1999 gained the standards expected of eleven year olds in National Curriculum tests was well above the national average. At the time of the inspection the senior management team was depleted. The headteacher and one deputy headteacher had retired because of ill health at the end of the previous term. A new headteacher was due to take up appointment the term after the inspection. In the interim the school was led by an acting headteacher and four senior teachers.

HOW GOOD THE SCHOOL IS

Walton High is a very good and effective school. Pupils' examination results are well above the national average and the average for similar schools. Pupils achieve these standards predominantly because the teaching is very good. Teachers are enthusiastic about their subjects and have high expectations of all pupils. Pupils respond to the demands made of them. They are motivated learners, eager to work independently. Relationships are excellent. An obvious strength of the school is its preparation of pupils for public examinations, but there is also a wide range of sporting and cultural activities. The high quality of teaching and learning owes much to the committed leadership of the acting headteacher and other key staff who ensure this is an ordered and orderly community. The school gives very good value for money.

What the school does well

- Standards of attainment are very high. In all public examinations results are above both national averages and those found in similar schools.
- Pupils' personal development is excellent and fostered by a very good pastoral system. Pupils are helped to grow into confident, well-mannered, thoughtful and articulate young people. Staff care for the success of their pupils.
- In the lessons observed teaching was very good. As a consequence pupils are motivated learners, eager to succeed. They come to school expecting to work and they make very good progress.
- Very effective leadership and management by the acting headteacher, the senior management and other key staff contribute significantly to pupils' achievement.

What could be improved

- In its development plan the school does not include sufficient quantifiable targets in its success criteria, or precise methods of evaluation. There are no specific links between findings from the observation of teaching and priorities in the development plan. Only two departments set explicit, quantifiable targets for their subject's performance at GCSE or A-level. The school should improve how it evaluates its own performance and sets targets for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The strengths of the school emphasised in the last report have been maintained. The school has maintained high standards in public examinations. The quality of teaching has been maintained and is now considered to be very good. Governors have become more effective critical friends who engage in purposeful dialogue with key staff to review the work of the school. Opportunities to share good practice have been promoted and built, for example, into a review of homework and a course for subject leaders. Sharing of good practice has become a regular item at department meetings and features in department improvement plans. Provision for information and communication technology (ICT) has been improved by the acquisition of more resources. There are more ICT courses, staff have been trained, pupils regularly use it independently. Governors have pursued various strategies to improve the quality of accommodation. The school is still rightly concerned about some aspects of the accommodation, such as the crowded conditions of the sixth form.

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	

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' results in public examinations over the last three years have been well above the national average, and the average for similar schools. Results have not only improved over the last three years, but at a rate above the national trend. Results have consistently improved since 1989. There is less difference between boys and girls than found nationally. The evidence from inspectors' observations and the scrutiny of books is that the high standards in examinations are matched by all pupils' attainment in lessons through the year. High and middle attainers are consistently and successfully challenged to build upon the good standards they have on entry; low attainers, though relatively few in number, are sensitively supported and expected to achieve. Attainment in English, mathematics and science is very good. Governors' statutory targets for GCSE examination results are based on detailed mathematical predictions.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils come to school, eager to learn. There is a strong work ethic and, particularly in the sixth form, an atmosphere of intellectual curiosity.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils concentrate in lessons and behave responsibly around the site.
Personal development and relationships	Relationships are excellent. Personal development is fostered by a very good pastoral system supplemented by different strategies such as peer counselling and effective work against bullying.
Attendance	Attendance is very high and unauthorised absence very low.

TEACHING AND LEARNING

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

Lessons in a range of subjects were observed, but there was a concentration on English, science and mathematics. The quality of teaching was consistently very good. Of the lessons observed 82% were good, very good or excellent. There was no unsatisfactory teaching. Teachers have a very good understanding of their subject, very high expectations and a very effective range of classroom strategies. As a consequence pupils of all ages and abilities are motivated learners, keen to respond to the challenges and consolidate their skills, knowledge and understanding. Good examples of the teaching of the basic skills (literacy and numeracy) were observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The programmes of the National Curriculum and the syllabi of public examinations are covered in detail. Particular strengths are the preparation of pupils to meet course work requirements and the variety of extra curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, and consists of a mix of withdrawal and in class support across a range of subjects.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' moral, social and cultural development is fostered particularly in the programme for personal and social education but also in other subjects such as art, English and religious education. The school has provided material to foster pupils' spiritual development in form tutor-time, but it is not consistently used.
How well the school cares for its pupils	A key strength of the school is its pastoral and academic care for its pupils, both high achieving A-level candidates and pupils with special educational needs on non GCSE courses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. During a difficult time of transition the acting headteacher and a depleted senior management team have given a firm steer to the school's work. They have continued what was successfully put in place by the previous headteacher. Other key staff, such as heads of year and heads of department, are a strength of the school and an important factor in its success.
How well the governors fulfil their responsibilities	Very well. The reading of their minutes shows an impressive record of carefully considered discussions about crucial issues. They are good critical friends of the school.
The school's evaluation of its performance	The school has made an effective start, but the process lacks consistency and rigour. The school uses a wide range of performance data to inform policy decisions but does not make sufficient use of quantitative targets to measure improvement. The school monitors its teaching, but findings from classroom visits are not clearly linked to priorities in development plans.
The strategic use of resources	The school very effectively uses all its resources. Governors monitor the use of the budget. They seek to ensure best value, but do not yet evaluate systematically the impact of spending decisions on standards achieved and quality of learning provided.

The strengths of the school have been built up over the time the previous headteacher was in post. The areas of development are recognised by the school.

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 school expects their children to work hard and achieve their best. • Children make good progress and standards at GCSE and GCE A-level are high. • Behaviour in the school is good. • Pupils are encouraged to become independent, mature and responsible. • There is an excellent variety of extra-curricular activities. • Parents are encouraged to become involved in the school, and given appropriate training. 	<ul style="list-style-type: none"> • Some parents expressed concern that the setting of homework is not always co-ordinated, so that pupils may have excessive amounts on some days. • Some parents expressed concern about the lack of secure lockers to store books and equipment.

Inspectors confirm the many aspects of the school which please parents. They recognise that the school makes every attempt to produce a balanced homework timetable, but that sometimes it may not work in practice. Inspectors share the school's regret that it is impracticable to provide secure lockers.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are very high. In all public examinations results are above both national averages and those found in similar schools.

1. Analysis of the school's results indicate a school with high academic standards. In all three core subjects (English, mathematics, science) pupils' attainment at age 14 in the National Curriculum tests was in 1999 well above national averages and those found in similar schools. There was a similar picture of attainment in 2000. Of particular note is the 38% of pupils who in mathematics surpassed what is expected of a typical 14 year old, against 14% nationally. These high standards have been sustained for several years. Over the period 1996-99, taking all the core subjects together, the performances of all pupils (when measured by their average National Curriculum points score) exceeded the national average by 3.0 points. It is suggested that this equates to an advantage of three terms progress compared to the national picture. Boys exceeded the national average for boys by 3.2 points; girls exceeded the national average for girls by 3.3 points. Analysis within the school in 1999 showed girls' performance higher than boys only in English to a degree that is statistically significant. The school also had available data from pupils' Key Stage 2 performances and in 1999 concluded as follows: the average progress for all pupils across the three subjects was 1.44 levels in the National Curriculum, compared to the national average of 1.21 levels. Across all three subjects girls made more progress than boys but there were differences between subjects.
2. Attainment at age 15 is similarly healthy. Over the period 1997-99 the proportion of pupils gaining 5 grades A+ - C and 5 grades A+ - G were both well above the national average. If measured by their average total point score results over the period were above the national average for boys by 11.6 points, for girls by 12.3 points, and for all pupils by 12.0 points. If account is taken of their average points score in national tests at age 14, pupils progress at GCSE was in 1999 very high in comparison with similar schools. Preliminary analysis of results for 2000 suggest a comparable picture.
3. At A-level the average point score of candidates over the last three years is well above the national average. The school is able to show a steady improvement in candidates' average points scores over at least the last five years. It is also able to show that when their average points scores at GCSE and A-level are correlated, pupils can be said to make good progress.
4. As discussed elsewhere in this commentary inspectors conclude that the rapid increase in pupils' progress (the value-added element) can be predominantly attributed to the high quality of teaching.
5. There is clear evidence from lesson observation and the scrutiny of books that this rapid increase in progress is not confined to one group of pupils. Low attainers as well as high attainers are successfully challenged by the high quality of teaching described elsewhere in this commentary. Of particular note is the very good provision for pupils with special

educational needs.

6. In the last few years senior managers have begun to discuss with middle managers anomalies and discrepancies within this overall pattern, and how even this healthy picture can be improved. They have considered why for particular subjects pupils' average points score for that subject is above or below their average in all the other subjects and how this difference compares with the national picture. This analysis, together with a similar exercise at A-level, is good practice, and results in discussion at departmental level about syllabi and classroom practice. It is not yet used to set numerical performance targets for departments, but the present acting headteacher is committed to such a desirable innovation.

Pupils' personal development is excellent and fostered by a very good pastoral system. Pupils are helped to grow into confident, well-mannered, thoughtful and articulate young people. Staff care for the success of their pupils.

7. A key strength of the school is how well pupils respond to what is offered them. Pupils like the school. This was clear from inspectors' discussion with pupils. Year 7 pupils did not find the transfer too daunting and liked the greater choice of food at lunch time; Year 9 pupils talked enthusiastically about research tasks for homework and in fact wanted the library to be open earlier; Year 11 pupils felt they got a good deal and all knew their GCSE targets. Simply to walk around the building is to become aware of a strong work ethic, which both boys and girls enjoy. The school is however much more than a pressurised academic hot house. It puts emphasis on other values and attitudes. Pupils are expected to take responsibilities and many examples were noted. A Year 13 student was congratulated in assembly for how he had organised a sixth form production when it transferred to a local theatre; Year 8 pupils enjoyed reception duty and preparing refreshments at parents' evenings. The school also emphasises respect for each other. Relationships are excellent. The school is proud of its work against bullying through its policy, procedures and innovations such as the training of peer counsellors. Parents who were consulted felt any issues were quickly sorted out. Posters around the building reminded pupils of how to react if they felt threatened. There is no evidence around the building, or from observations of lessons and pupils out of lesson, of racism, bullying, or overt sexism.
8. The school achieves such enthusiasm and involvement by a pro-active and imaginative system of pastoral care. One outstanding feature is its recruitment and training of parents. The school keeps a register of what parents can offer and uses parents' skills imaginatively. One parent, for example, was proud of her role as a mentor to a Year 10 pupil because her contribution to the school drew upon her own professional skills. Other outstanding features are a bereavement group and the recruitment of an anger management consultant to train staff and work with pupils. This richness of pastoral care is complemented by the richness of cultural and social opportunities. Music and drama are of the highest quality. Sport is important, and not only the talented are encouraged to participate. Visits to theatre, museums and galleries are an important element of the education diet.
9. Underpinning all this wealth of provision is a concern for the individual. Files on pupils' progress are very well used to monitor personal development. There is a detailed system of induction for Year 7 pupils and all go to camp for three days in order to establish a group identity. Year 8 pupils in personal social and health education (a lesson many enjoy and

think important) have begun to work out personal targets for themselves. Year 9 pupils are carefully counselled individually about option choices, having done some work in personal and social education on decision making. Year 11 pupils similarly gather information about Post-16 courses and receive individual guidance. There is a comprehensive Year 11/12 induction programme, including work experience. Year 13 students are satisfied with the guidance they receive about choices in higher education. Year 10 and Year 11 know their GCSE target grades and some have an academic mentor. These systems, admirable though they are in structure, only work in practice because they are implemented by staff who care for the success of their pupils.

In the lessons observed teaching was very good. As a consequence pupils are motivated learners, eager to succeed. They come to school expecting to work and they make very good progress.

10. Teaching at Walton High School has many strengths. Particularly in the teaching of GCSE and GSE Advanced Level courses a passion to share subject knowledge is combined with a carefully considered understanding of how to prepare students for the demands of public examinations. Examples of this which were observed were the study of fluvioglacial land forms in geography, the dissection of rats in biology, differential equations in mathematics, and analysis of the use of language in a study of love poetry in English.
11. Because teachers are confident pupils themselves feel confident to ask questions and confess ignorance. Teachers plan very effectively, so pupils work productively on focussed tasks. Across the full range of age and abilities teachers have very high expectations and set appropriate challenges. Examples of such challenges were observed in lessons as different as a beginners' mixed ability group learning German, a group of low attaining Year 11 pupils (several with significant learning difficulties) who enjoyed writing an eye witness account of the battle in *Animal Farm*, and a small group of GNVQ advanced business students mastering the concept of supply and demand theory. Because teachers have high expectations pupils rise to the challenge and have the confidence to work independently. They showed that maturity when, both in lesson time and lunch time, they used the resources of the library to supplement their classroom learning. Year 9 pupils asked for an early opening of the library from eight o'clock!
12. Teachers have very effective classroom strategies. In the lessons observed they often shared the objectives of the lesson with pupils. They usually explained clearly the knowledge they wished to share with pupils. They sometimes used a plenary session well to recap, "What have we learned this lesson?" Time was usually well managed. Examples observed were a mathematics lesson which followed the three part structure of the numeracy strategy. Another example was a physical education lesson which moved smoothly from warm up through demonstration to small group practice, to reflection on what had been learnt. As a consequence of these clear and consistent challenges pupils consistently make intellectual, creative and physical efforts. They maintain interest and enthusiasm, they know what they have to do to improve. GCSE drama students, for example, knew precisely what the course work requirements were and what they had to do to improve their project diaries. Year 7 pupils in art were able to describe Picasso's techniques and how they had incorporated them in their own work; pupils on a non GCSE course enthused about lessons, "using computers and the interesting visits"; sixth form

students appreciated their teachers' careful tutoring and attention to them as individuals. The school is aware of an increasing discrepancy in the progress made by boys and girls. It has experimented with single sex teaching groups in science and English. In the Year 11 single sex science lessons observed girls enjoyed the opportunity to answer more questions; in the parallel group boys did not notice any difference.

13. All this is very good practice. It is clear there has been a serious desire to implement the recommendations of the previous report about sharing good teaching practice. There are, however, some issues which the school still needs to address to move its quality of teaching from very good to excellent. Teachers use questions well to consolidate and check on pupils' learning. In some lessons (examples were observed in English) they use them to challenge high attainers in particular to reflect on what they have learnt. There were inconsistencies elsewhere in the quality of questioning, and its management in the classroom. Teachers often use homework to consolidate and record learning. There were inconsistencies in how imaginatively it was used to help high attainers explore independently their own interests and take responsibility for their own learning. Examples of good practice were noted in history. Teachers regularly mark books, but there are inconsistencies in the quality and depth of comments and the use of specific targets pupils can use to help them improve. Examples of excellent practice were noted in English.

Very effective leadership and management by the acting headteacher, the senior management and other key staff contribute significantly to pupils' achievement.

14. In the interim before a new headteacher takes up post, the acting headteacher has been a source of strength and stability, firmly maintaining the direction set by the previous headteacher and senior management team of which she was part. That direction is well articulated in the school's aims and values (published in its prospectus) which emphasise "excellence", "the highest possible standards in academic and personal endeavour" and "an orderly, disciplined caring community". These values permeate all the activities of the school. They are demonstrated in the high quality professional guidance, advice and support senior managers give their colleagues. They do this both informally, and formally through the debates in the curriculum committee.
15. The management and leadership of the school have many strengths and continue the very good leadership of the previous headteacher which was noted in the last report. The management of pupils' welfare is discussed elsewhere in this commentary. Day-to-day administration is efficient and unobtrusive. Teachers and pupils alike know what they have to do and where they have to be. The management of the curriculum is skilfully accomplished. Weaknesses noted in the last report have been remedied by the provision of extra art, music and religious education at Key Stage 3. High achievers can begin a second foreign language in Year 8, and the consequent loss of a lesson in information and communication technology (ICT) is compensated by lessons in English which have an ICT emphasis. At Key Stage 4 physical education as an examination course is a popular introduction. The school also organises suitable courses, such as the Participation Award or the Youth Award Scheme, for pupils for whom a wholly GCSE-based diet is inappropriate. In the sixth form Year 13 students appreciated the breadth of academic courses on offer to them in the school and local sixth form centre; some Year 12 students have taken opportunities presented by changes in the structure of the curriculum to mix A-level and

Advanced GNVQ courses. The introduction of key skills courses in Year 12 have been carefully planned, but is at an early stage. The careful management of learning opportunities is a strength of the school, and is appreciated by both students and their parents.

16. The part played by governors is another strength of the school's management and leadership. This governing body fulfils its formal responsibilities for management and governance but also through its dialogues with staff contributes more directly to pupils' achievements. A key issue of the last report was that governors should extend their role in monitoring and evaluation. Good progress has been made. Through regular meetings with heads of department governors have become more closely involved in supporting and monitoring the curriculum. One governor, through his own professional interest in cognitive theory, has become involved in technology. The governor with responsibility for special educational needs meets regularly with the SENCO and reports to the curriculum committee. This term their joint report celebrated the high achievements in GCSE of pupils on the special educational needs register. Governors have become more involved in budget making and monitoring. They question carefully reports prepared for them. They have clear strategic objectives, which are to improve the quality of learning resources and the accommodation. In the latter case they have had some success as plans are now in place to begin to replace the mobile accommodation by a permanent structure and to extend the refurbishment of the science laboratories.

WHAT COULD BE IMPROVED

The school should improve how it evaluates its own performance and sets targets for improvement.

17. Since the last report the school has had the confidence to begin honestly the systematic process of self review i.e. to analyse, reflect and share good practice. This was the first key issue in its last report. Good progress has been made, but more can be done. The school has within itself further capacity to improve.
18. There is good practice of self-review. Various examples include an analysis by the science department of the progress boys and girls make when taught in single sex groups. As part of the review of homework teachers from different departments exchanged examples of good tasks for independent learning out of school. As part of a successful subject leaders' course, teachers visited each others' classrooms and reflected on their observations. It is clear from discussion with middle managers and scrutiny of their development plans that departments do regard self-reflection and sharing good practice as important priorities. Examples include discussion in history about the use of ICT, discussion in modern foreign languages about the adoption of a new syllabus and a broader range of resources, and discussion in mathematics about tasks for coursework. The school makes every effort to spread across the whole school the outcomes of this analysis within departments. It does this through reports, presentations, the sharing of department minutes, and a good practice notice board.
19. There are also areas to improve. Central to self evaluation is the use of specific evaluation techniques within development plans, both at whole school and department level. In the 1998 - 2000 development plan there are appropriate priorities and clear outcomes, but it is

not clear how the school will measure precisely the impact of their implementation on the quality of its provision.

20. Central also to self evaluation is observation of teaching. Teachers already visit each others' classrooms to observe and share good practice. Heads of department visit colleagues' classrooms to observe, analyse, and build up within a department a shared view of good teaching. All staff have in the last three years been observed by the headteacher or deputy in a lesson at Key Stage 3, Key Stage 4, in the sixth form, and teaching personal and social education. The main findings from these visits raise important questions, and engender healthy debate. What makes a good A-level lesson? Can the characteristics of a successful personal and social education lesson (active learning for pupils and not too much reliance on worksheets) be translated into the teaching of other subjects? There are, however, no specific links between the findings from these observations and priorities in the next whole school development plan.
21. The third important ingredient of self evaluation is the use of targets to improve academic standards. The school's own statutory targets for GCSE performance are based on a mathematics analysis. There has been an increase in the use of target GCSE grades for individual pupils in Key Stage 4. This is good practice. Both pupils and their teachers know those grades and work together to plan what action is needed to achieve them. Heads of department have begun to reflect on an analysis of pupils' results to plan their curriculum. Again this is good practice. However, departments do not set explicit, quantifiable targets for their subject's performance in Key Stage 3 tests, GCSE or A-level, either overall or for sub-groups such as boys or girls. Examples of good practice were noted only in history and modern foreign languages.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to build upon the many strengths praised in this report the school should improve how it evaluates its own performance and sets targets for improvement by:
 - i) setting with each department numerical targets for success at Key Stage 3, GCSE and GCE Advanced level (paragraphs 6 and 21);
 - ii) extending the scope and precision of classroom observations, focussing for example on:
 - how different teachers implement in classroom practice whole school policies such as the use of ICT, the use of assessment and target setting and the teaching of oracy and literacy within subjects (paragraph 13);
 - using findings from these observations to inform whole school and department planning (paragraph 20);
 - iii) showing in its development plan what techniques it will use to evaluate the impact the implementation of the different actions has on the quality of education it provides.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

Number of discussions with staff, governors, other adults and pupils

33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	40%	37%	18%	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	1104	232
Number of full-time pupils eligible for free school meals	28	0

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	21	0
Number of pupils on the school's special educational needs register	63	0

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.5
National comparative data	7.9

Unauthorised absence

	%
School data	0.1
National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	117	106	223

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	100	99	98
	Girls	98	89	87
	Total	98	88	85
Percentage of pupils at NC level 5 or above	School	89 (86)	84 (77)	83 (75)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	55 (39)	61 (57)	49 (44)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	87	96	94
	Girls	91	87	88
	Total	178	183	182
Percentage of pupils at NC level 5 or above	School	80 (84)	82 (85)	82 (77)
	National	64 (62)	60 (63)	60 (62)
Percentage of pupils at NC level 6 or above	School	47 (50)	60 (64)	38 (34)
	National	31 (30)	37 (37)	28 (30)

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

These results refer to the years 1998-1999 and 1997-1998.

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	110	111	221

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	73	105	108
	Girls	81	111	111
	Total	154	216	219
Percentage of pupils achieving the standard specified	School	70 (71)	98 (99)	99 (100)
	National	46.3 (44.4)	90.7 (89.6)	95.7 (95.2)

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

GCSE results		GCSE point score
Average point score per pupil	School	50 (80)
	National	37.8 (36.8)

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	57	86
	National		82.5

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	46	58	104

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	24.0	19.8	21.7 (9.6)	n/a	1	0 (8)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	7	100
	National		n/a

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		82.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	5
Black – other	4
Indian	11
Pakistani	0
Bangladeshi	0
Chinese	2
White	1298
Any other minority ethnic group	12

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	71.5
Number of pupils per qualified teacher	18.7

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	13.0
Total aggregate hours worked per week	349

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	77.7
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Average teaching group size: Y7 – Y13

Key Stage 3	25.3
Key Stage 4	24.8

Financial information

Financial year	1999
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	£
Total income	2994200
Total expenditure	3069809
Expenditure per pupil	2291
Balance brought forward from previous year	64343
Balance carried forward to next year	200244

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

1350

Number of questionnaires returned

516

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36.0	55.0	6.0	2.0	0
My child is making good progress in school.	41.0	51.0	4.0	0	4.0
Behaviour in the school is good.	33.0	58.0	4.0	1.0	6.0
My child gets the right amount of work to do at home.	24.0	60.0	11.0	2.0	2.0
The teaching is good.	33.0	58.0	4.0	1.0	4.0
I am kept well informed about how my child is getting on.	24.0	50.0	17.0	3.0	5.0
I would feel comfortable about approaching the school with questions or a problem.	40.0	46.0	9.0	4.0	1.0
The school expects my child to work hard and achieve his or her best.	59.0	39.0	1.0	0	0
The school works closely with parents.	23.0	55.0	13.0	4.0	6.0
The school is well led and managed.	45.0	44.0	2.0	1.0	7.0
The school is helping my child become mature and responsible.	38.0	51.0	4.0	2.0	5.0
The school provides an interesting range of activities outside lessons.	33.0	47.0	9.0	2.0	9.0