

INSPECTION REPORT

BOSTON SPA COMPREHENSIVE SCHOOL

Wetherby West Yorkshire

LEA area: Leeds

Unique reference number: 108091

Headteacher: Mr P Sutton

Reporting inspector: Mr P O'Neill
3162

Dates of inspection: 11th – 13th September 2000

Inspection number: 224007

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 students:	11 - 19
Gender of students:	Mixed
School address:	Clifford Moor Centre Boston Spa Wetherby West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Margaret Hayton
Date of previous inspection:	6 th March 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boston Spa Comprehensive is a community school located on the outskirts of Boston Spa, drawing its students from the surrounding villages and the urban areas of north east Leeds. The school is much bigger than other secondary schools nationally. There are 1791 students aged between 11 and 19 years of whom 883 are boys and 908 are girls. There are 321 students in the sixth form. Approximately 90 per cent of the students are white of United Kingdom heritage. At 3 per cent, the proportion of students speaking English as an additional language is higher than in most schools.

The proportion of students eligible for free school meals is below the national average. Two hundred and seventy-six students are identified as having special educational needs; at 15 per cent, this is slightly below the national average. Thirty-seven students have statements of special educational need, which is broadly in line with the national average. Students' attainment on entry is average overall. Students come from homes in similar social circumstances as those of most of their peers nationally.

HOW GOOD THE SCHOOL IS

This is a very effective school, providing very good value for money. Excellent leadership in the successful drive towards raising standards of attainment ensures that students are well taught. Students respond enthusiastically to lessons, thriving in the secure and productive learning environment provided by a team of very committed teachers and other staff who support them in their work. The school's strengths far outweigh the areas needing further improvement.

What the school does well

- Outstanding leadership provides a clear direction to all staff in the successful drive towards raising standards.
- The students experience a high proportion of good and very good teaching. This leads to effective learning.
- The very good quality of provision in the sixth form, particularly the high proportion of very good teaching, supports good standards of attainment.
- Attitudes to learning are very good. Students are good learners, showing a strong capacity for close sustained concentration on their work.
- The school's work in ensuring that all students benefit fully from what the school provides for their education is very effective.
- The school has made considerable improvement since the last inspection.

What could be improved

- There is insufficient use made of speaking and listening across the curriculum in the development of students' language, particularly in Key Stage 3.
- The content of individual education plans provided for some students with special educational needs is not clear enough.
- The school does not yet meet fully the statutory requirement for the provision of a daily act of collective worship for all students.
- Accommodation in science is inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have improved overall, particularly in science and information communication technology. The results of the GCSE examinations have improved at the same rate as nationally. The marking of students' work is now more consistent. The students' records of achievement are much improved. Weaknesses in management have been addressed very effectively. Overall leadership and management are now outstanding. The provision of religious education in Key Stage 4 now meets statutory requirements. The school has moved closer to meeting the requirement for the provision of a daily act of collective for all students, but remains non-compliant. The school responded satisfactorily to the judgement of the previous inspection that there were weaknesses in provision for

the spiritual development of the students. There has been considerable success in raising the profile of the school, capturing additional funding and improving accommodation. The school is now over-subscribed. Overall, it has responded very well to the findings of the previous inspection.

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	B	C
A-levels/AS-levels	A	A	A	

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

The above table shows that students achieved consistently good standards in the GCSE and A Level examinations over the last three years. Standards reached in the GCSE examination in 1999 dipped somewhat from the previous years. However, the school still reached standards equivalent to those achieved by most schools in similar circumstances. The consistently good standards achieved in science are particularly impressive. Unsatisfactory accommodation slows progress in the development of skills of scientific investigation. In English standards achieved by 16 and 18 year-olds in 1999 were good overall. Fourteen year-olds achieved average standards in the 1999 National Curriculum tests in English, whilst achieving well above average standards in mathematics and science. Students' skills in speaking and listening are not as well developed across subjects as their skills in reading and writing, particularly in Key Stage 3; teachers do not always use discussion well. Standards are good in mathematics and improving through the steadily increasing emphasis on numeracy across the curriculum. Standards achieved in art and physical education are a strong feature of the school. The school sets and mostly meets challenging and realistic targets for improvement.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The students' very good attitudes to learning are revealed in their preparedness to work hard, their capacity to concentrate and their willingness to take responsibility for their own learning.
Behaviour, in and out of classrooms	Students behave very well in lessons and around the school, displaying courtesy to each other, to teachers and other adults.
Personal development and relationships	Students show a high level of maturity in their response to lessons, arriving on time and settling down quickly to their work.
Attendance	Attendance is above average and has been improved by the provision of the alternative curriculum which has enabled some persistent truants to re-enter school.

The school's highly focused work on the development of students' learning has led to the creation of a strong learning environment. Students have come to value the importance of commitment and perseverance in their work. Lessons are mostly calm and productive. The students show a real interest in school life through their participation in the wide range of extra-curricular activities provided. Given the narrowness of some of the corridors students show remarkable restraint when moving between lessons and at break-times. In this large bell-free school classes begin and end punctually.

TEACHING AND LEARNING

Teaching of students:	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.

English and mathematics are well taught in Key Stage 3 and very well taught in Key Stage 4. Science is very well taught across the school. The great strengths in teaching lie particularly in the clarity of explanations of concepts and tasks provided by the teachers and the effective way that teachers build on previous learning. Additionally, the teachers reveal high expectations for attainment through the provision of progressively demanding activities. The high quality of the teachers' preparation is another key factor in many lessons. One of the most striking features in lessons is the pace at which students are encouraged to work. The students respond to the good and often very good teaching they experience by settling quickly to work and behaving very well even when not under the direct supervision of the teacher. The breadth and depth of the teachers' knowledge is a significant strength of teaching in the sixth form. The best teaching occurs in Years 8, 10 and 13.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The students are provided with a wide variety of learning opportunities particularly in the sixth form. The most recent national changes to provision in sixth forms have been seamlessly introduced. Curricular provision is managed well, ensuring the inclusion of all students in what is provided.
Provision for students with special educational needs	These students are well looked after and encouraged to build steadily on their prior learning and skills. However, many of the plans drawn up to support these students' learning are not sufficiently clear to guide the work of teachers.
Provision for students with English as an additional language	The school identifies the needs of these students effectively and provides for them well.
Provision for students' personal, including spiritual, moral, social and cultural development	Provision for students' moral and social development is very good. The school has done much to improve provision for students' spiritual development, which is now cultivated effectively. Students are well supported in coming to an appreciation of their own culture and the diversity of culture in British society.
How well the school cares for its students	There are very good procedures for child protection and for ensuring students' welfare. Students know their strengths and the areas where they need to work harder to achieve higher standards.

The range of subjects, courses and clubs available to students is very good. There is particularly strong careers advice. A very strong feature of what is provided as part of the school's clear commitment to the inclusion of all students in the life and work of the school is special course for disaffected students. This programme of study and activities has encouraged many of these students back to school. The plans for supporting the work of individual students with special educational needs could be more helpfully devised and more effectively used. The partnership between the school and the parents and carers of the students is good and improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and direction and the vision given to the school by the headteacher are outstanding. He is supported by a strong team of deputies and other senior colleagues.
How well the governors fulfil their responsibilities	The governors know the school well and are diligent in the exercise of their distinctive responsibilities.
The school's evaluation of its performance	The school is very good at taking stock and evaluating its performance.
The strategic use of resources	Great care is taken to ensure that resources are directed to agreed priorities.

The headteacher's outstanding leadership and clarity of vision have taken the school forward in leaps and bounds over the last four years. His deputies deploy their complementary skills to very good effect in supporting key developments. The willingness to embrace innovation and support imaginative initiatives from whatever quarter has created a highly motivated team of teachers and support staff. Effective delegation and the strong functioning of the team structure all work together to provide excellent management. The governors and senior managers ensure that in significant expenditure considerations of best value are invoked.

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's expectation that students will work hard and achieve well. • The standards achieved in science. • The school's support for individual students' learning needs. • The enthusiasm that nearly all students have for school. • The range of opportunities offered to their children. 	<ul style="list-style-type: none"> • The behaviour of some students in lessons and on the buses, including the incidence of bullying. • The provision of information and communications technology. • The provision for students with special educational needs. • The information available about their children's progress. • Communications with the school. • The amount and marking of homework.

The inspection findings support the parents' overall very positive view of the school. They do not bear out the judgement of some parents that behaviour in the school is a cause for concern. On the contrary, the behaviour of the students is a strength. One of the bus journeys to school had been a source of very bad behaviour, but this has been effectively addressed. In response to other issues raised by parents inspectors found that provision of homework is well organised; homework is used well to support learning. It is also judged that provision of information and communications technology has been markedly improved over the last few years and is now good. The reports to parents on their children's progress are informative and meet statutory requirements. A few parents have experienced difficulties communicating with the school, but the school makes every effort to respond to all parental concerns and suggestions. With regard to parental misgivings about provision for students with special educational needs the inspectors judge that though overall provision is good, the use of individual plans to support the learning of some students is ineffective because the plans in many cases are not sufficiently clear.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Outstanding leadership provides a clear direction to all staff in the successful drive towards raising standards

Since addressing the issues raised in the previous inspection report the school has gone from strength to strength. The headteacher, ably supported by a very good senior management team, has skilfully harnessed the energies of the teachers. He has been the driving force behind the formation of an innovative management structure by which systems of accountability and support are clear and very effective. The arrangement by which individual members of the senior management team are linked to one department and one year team are very successful; it enables senior managers to work very closely with their colleagues in these teams so that there is a very rapid response to areas of need. The governors work very effectively with the school and have now formed themselves into a team with a good range of complementary skills. They take an active part in determining the school's priorities. The strong representation of parents on the governing body ensures that the school remains sensitive to parental concerns. Governors are provided with clear information through the provision of open access to all the school's papers and issues under discussion. This puts them in a strong position to exercise their responsibility to hold the school to account for the educational standards achieved and the quality of education provided. They do this effectively.

The staff have formed themselves into a cohesive, self-critical team. The support they receive in their work has been strengthened by the creation of some imaginative posts and by the effective use of classroom assistants. Though there are strong informal systems of exchange, care is taken to hold regular meetings. All the staff have the opportunity to make a contribution to discussions on key decisions. Teachers receive good guidance on how to maintain high standards in their teaching. Support and monitoring of the curriculum are very good. The monitoring of teachers' planning has led to increasing sophistication in the way individual lessons are prepared and taught.

The school development plan is clearly focused on raising standards of attainment. Realistic targets are set for development. The current plan is skilfully constructed and is rooted in a clear analysis of the school's immediate and more long-term needs. There is a clear concern for students at all levels of attainment.

The school's climate for learning is very good. The school has worked very hard to develop ways of working that focus more effectively on learning. This has led to increased awareness of individual barriers to learning. There is a culture of high expectations for behaviour, relationships and standards of attainment. The school provides a happy and secure environment where all students are valued. An unusual calm pervades the school during lessons times. This is as a result of a consistently positive approach to behaviour management. The work of the school clearly reflects its aims. A striking feature is the ease with which its aims are implemented as a result of the clarity of leadership and the commitment and dedication of the staff. The results of national tests and examinations are used well to judge the effectiveness of the school. The school continues to learn from its experience and reveals a strong commitment to continued improvement.

The students experience a high proportion of good and very good teaching. This leads to effective learning and good standards of attainment

The overall quality of teaching is good in Key Stage 3 and very good in Key Stage 4 and the sixth form. A great strength of the teaching team is its success in disseminating good

practice. Teachers celebrate one another's successes and thrive on innovation. Lessons are alive with good ideas and imaginative approaches to learning. Clear expectations about behaviour are sustained across all years. It was impressive to see, for instance, that even the older students are expected to leave classrooms in a very orderly way. This ensures that the next lesson begins calmly and that students learn to settle down quickly to their work.

The clarity of the beginning of lessons is a strong feature of much teaching. Teachers are very effective in setting the scene, explaining the aims of the lesson and ensuring that students are clear about what they have to do. A Year 11 lesson for a lower-attaining group of students on dialect and standard English demonstrated these qualities. In this lesson the clarity of purpose from the outset, the benefits of sustaining a good pace to lessons and of keeping the students challenged were clearly revealed. Here, the teacher kept in touch with individual learners by moving purposefully around the classroom. The lesson was progressively challenging, building rapidly on what students already knew, particularly their knowledge of their own dialect. One boy, for instance, was adamant that his dialect was part of what it was to be himself. From this he moved to a good understanding of the function of more formal uses of language.

The teachers' passion for their subject communicates itself to the students and creates an atmosphere of real enquiry in many lessons. In a very good chemistry lesson in Year 13, for instance, the teacher's enthusiasm and very good understanding of the subject led to clear explanations of key concepts and processes, encouraging lively yet focused investigation by the students. A great strength of all science teaching is that all members of the department seem to be equally effective in teaching biology, physics or chemistry.

The teachers' awareness of the importance of setting time limits to activities ensures that lessons move at a good pace and students feel challenged by the tasks.

Following the previous inspection the school intensified its focus on the quality of the students' learning. This has led to increased emphasis both on the importance of identifying for and with students their levels of attainment and on working more closely with individual students in identifying how they might improve their work. A system of target setting and monitoring of progress was further developed. The introduction of the scheme to the sixth form and in Years 10 and 11 has led to significant improvements in the quality of teaching and in the achievements of individual students. Particularly impressive has been the work in science where the achievements of all students have been improved.

The very good quality of provision in the sixth form, particularly the high proportion of very good teaching, supports good standards of attainment

The sixth form has rapidly developed into a strong community of learners. The commitment and dedication of all the staff and the meticulous tracking of students' progress ensure that all students achieve well in relation to their levels of attainment on entering their courses. The school achieves consistently overall well above average attainment in the GCE A Level examinations. The standards of work seen in lessons also reveal high standards. The school has placed great emphasis on raising the standards attained by all students through a well planned A Level and vocational programme, supplemented by lessons to develop skills in critical thinking and information communication technology. Particularly impressive is the quality of the general studies course taken by all Year 13 students. Attainment in the A level examination to which the course leads has been double the national average.

Attitudes to learning are very good. Students are good learners, showing a strong capacity for close sustained concentration on their work

The quality of teaching is reflected in the students' very rapid acquisition of skills, knowledge and understanding. The enthusiasm of the teachers for their subject feeds the students' curiosity. Students apply themselves to their work with increasing concentration and independence as they move through the school. Through the practice of effective target-setting the students generally have a very accurate knowledge of their learning and of how to improve. The teaching of students with special educational needs, including those students with specific learning difficulties, supports good advances in learning. This is particularly evident in the additional support provided for students who experience difficulties in literacy. These special lessons support students in improving their confidence and fluency in reading and writing. The students for whom English is an additional language in the home are very effectively supported in acquiring fluent English. The progress they make in their work in relation to their prior attainments is not significantly different from that made by their peers. This is also true of the higher attaining pupils and the students with exceptional skills.

Students are placed in a strong position to take responsibility for their own learning by being made aware of a range of learning styles and how learning takes place. Work on whole brain learning is geared to making students aware of their potential as learners and is already having a very positive impact on students' self esteem. The teaching of all courses in units with clear learning objectives, appropriate homework and assessments has helped students to become more aware of how they are progressing.

The school's work in ensuring that all students benefit to the full from their education is very effective

The school has successfully developed a number of initiatives to raise the achievement of all students. It is making good use of its involvement in the Excellence in Cities initiative, which aims to raise standards and aspirations in bigger cities. This involvement complements the school's already successful drive towards raising the achievement of all students. Teachers know their students well and are adept at adjusting and adapting what they teach to their diverse learning needs. There is a palpable culture of learning in the school and throughout the school there is little variation in the commitment to ensuring that all students reach standards that do justice to their capabilities. The tracking of individual students' progress is a strength in that it helps students and teachers to focus on barriers to learning. There has been a radical shift in the school's thinking from the consideration of teaching in isolation from questions of learning to more focused analysis on why individual students do not make progress. This has provided an innovative impetus to the drive towards raising standards of attainment and the development of a more productive environment for learning. Allied to these initiatives is the successful implementation of a consistently positive approach to behaviour management that has created a calm and constructive atmosphere in lessons.

The introduction of an alternative learning programme for students who show signs of disaffection with education is already being effective in helping these students to become involved more profitably in mainstream education.

The school has made considerable improvement since the last inspection

Since the last inspection the school has steadily improved standards of attainment as a result of a very significant improvement in the quality of teaching. Overall the school's improvement in the standards reached in the National Curriculum tests for 14 year-olds has kept pace with the national trend. However, attainment in English has fallen recently due to instability in staffing. This has now been resolved and the school is set to improve its performance. Overall attainment in the GCSE examinations also matches the rate of

improvement nationally. Attainment at A Level has improved significantly and is now well above the national average. The inconsistencies in teachers' marking of students' work, noted at the previous inspection, have been successfully addressed. This has resulted from the school's closer attention to students' learning needs. Records of achievement have improved considerably and now clearly acknowledge the full range of students' academic success and progress.

The most impressive development since the last inspection has been the response to what was then judged as a need to define more sharply the roles of senior staff within each management team. Senior managers are now closely linked to departments and years. This has led to greater clarity in roles and responsibilities, improvements in the quality of monitoring of teaching and the clearer identification of teachers' and students needs. The move to appoint non-teaching staff to promoted posts within the school has been a very successful innovation. For example, the introduction of the post of Head of School Support, with responsibility for all support staff, has raised the profile of support staff in the school. The appointment of a full time careers officer has led to the creation of a very effective careers' unit. Further improvements in staffing have arisen from the school's involvement in the Excellence in Cities initiative, resulting in some very good support for the management of behaviour.

The development plan is now closely linked to the budget and all developments are now more rigorously costed. Though the school has moved closer to meeting the requirement for the provision of a daily act of collective worship for all the students, it does not yet fully meet statutory requirements. The school now meets the requirements for the provision of religious education and has improved provision across the curriculum for students' spiritual development.

The acquisition of specialist school status as a Sports College has radically improved facilities for the provision of physical education and has led to significant achievements in the world of sport and games.

WHAT COULD BE IMPROVED

There is insufficient use made of speaking and listening across the curriculum in the development of students' language, particularly in Key Stage 3

Though English is taught well and good standards are achieved overall, students' oral work, particularly in Key Stage 3, is not given sufficient emphasis in other subjects. Students are fluent and confident in informal conversation and respond well to questions in lessons. However, teachers have a tendency to ask closed questions and do not always capitalise on the students' answers by seeking further clarification or by looking for good reasons for their point of view. Opportunities to refine and improve answers are often missed. Discussion is not always used well to support extended pieces of writing. There is some good work in English in connecting oral and written work. In science, too, there is occasionally a good emphasis on the quality of recording what is seen and heard.

The content of individual education plans provided for some students with special educational needs is not clear enough. The use made of these plans is limited

Overall provision for students with special educational needs is good and the plans drawn up to support the teaching and learning of students for whom a statement of special educational needs exist are clear. However, the individual plans created to support work with other students who have special educational needs are not sufficiently clear; they do not indicate precisely enough what needs to be addressed or the measures to be taken. Though the teachers know these students well, individual plans are not clear enough to guide the work

of teachers new to the school.

The school does not yet meet fully the statutory requirement for the provision of a daily act of collective worship for all students

The school has worked hard to ensure that an act of collective worship is provided every day. Most teachers with responsibility for tutor groups ensure that what is provided complies with the law. There are inconsistencies in practice so that all students do not receive the same level of provision. It has to be said, however, that the students all experience some very good assemblies where there are clear opportunities for prayer and reflection on issues of deep personal concern to them.

Accommodation in science is inadequate

There is little the school can do just now to improve the accommodation for science. However, it has very clearly worked out long-term plans for the further development of the buildings and the development of accommodation for science is included in these. It is a tribute to the professionalism of the staff that standards remain so high in science. However standards could be even higher in the practical and experimental aspects of science. Currently there is insufficient space or equipment to provide the students with other than a limited range of experimental experience.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Make greater use of speaking and listening, particularly in Key Stage 3 in order to further raise standards of literacy by:
 - seeking clarification and reasons in students' responses to questions;
 - making more use of structured discussion;
 - ensuring that students show increasing precision in the use of language when speaking and become steadily familiar with more complex constructions;
- (2) Ensure that individual education plans are more precisely constructed and inform all the teachers' planning;
- (3) Take further steps to ensure that the school meets the requirements for the provision of a daily act of collective worship;
- (4) Continue to explore ways of overcoming the difficulties created in science by the unsatisfactory accommodation, particularly the limited access to experimental and investigative work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and students	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	42	47	11	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 students

Students on the school's roll	Y7 – Y11	Sixth form
Number of students on the school's roll	1470	321
Number of full-time students eligible for free school meals	154	

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	36	1
Number of students on the school's special educational needs register	272	4

English as an additional language	No of students
Number of students with English as an additional language	95

Pupil mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	56
Students who left the school other than at the usual time of leaving	71

Attendance

Authorised absence

	%
School data	5.7
National comparative data	7.9

Unauthorised absence

	%
School data	0.3
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 students in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	128	142	270

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	80	99	93
	Girls	112	104	102
	Total	192	203	195
Percentage of students at NC level 5 or above	School	72 (68)	75 (68)	72 (62)
	National	63 (56)	62 (60)	55 (60)
Percentage of students at NC level 6 or above	School	24 (38)	46 (47)	43 (35)
	National	28 (23)	38 (37)	23 (29)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	91	102	98
	Girls	120	109	101
	Total	211	211	199
Percentage of students at NC level 5 or above	School	79 (77)	78 (70)	74 (72)
	National	64 (59)	64 (63)	60 (61)
Percentage of students at NC level 6 or above	School	43 (42)	51 (48)	46 (38)
	National	31 (28)	37 (37)	28 (29)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	139	155	294

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	79	131	135
	Girls	93	143	153
	Total	172	274	288
Percentage of students achieving the standard specified	School	59 (58)	93 (97.2)	98 (100)
	National	46.6 (43.3)	90.9 (88.5)	95.8 (94)

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

GCSE results		GCSE point score
Average point score per pupil	School	43 (45)
	National	38 (37)

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 students who achieved all those they studied	School	25	60.0
	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
	1999	59	64	123

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	24.1	21.6	22.7 (21.2)	3.0	0	2.0 (2.0)
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 students who achieved all those they studied	School	45	88.7
	National		82.5

Ethnic background of students

	No of students
Black – Caribbean heritage	5
Black – African heritage	7
Black – other	10
Indian	50
Pakistani	47
Bangladeshi	4
Chinese	4
White	1640
Any other minority ethnic group	24

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	10	0
Black – African heritage	0	0
Black – other	0	0
Indian	2	0
Pakistani	2	0
Bangladeshi	0	0
Chinese	0	0
White	82	2
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	98.5
Number of students per qualified teacher	18.2

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	43
Total aggregate hours worked per week	880

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	79.6
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Average teaching group size: Y7 – Y11

Key Stage 3	25.5
Key Stage 4	23.0

Financial information

Financial year	1999
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	£
Total income	4,223,810
Total expenditure	4,190,665
Expenditure per pupil	2,371
Balance brought forward from previous year	-10,505
Balance carried forward to next year	33,145

Results of the survey of parents and carers

Questionnaire return rate 16.4%

Number of questionnaires sent out	1791
Number of questionnaires returned	294

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	55	6	1	0
My child is making good progress in school.	40	52	4	1	3
Behaviour in the school is good.	25	56	10	3	6
My child gets the right amount of work to do at home.	23	58	14	4	1
The teaching is good.	27	65	5	1	2
I am kept well informed about how my child is getting on.	26	52	17	3	2
I would feel comfortable about approaching the school with questions or a problem.	50	44	4	2	0
The school expects my child to work hard and achieve his or her best.	57	39	3	0	1
The school works closely with parents.	21	57	14	5	3
The school is well led and managed.	33	54	4	1	8
The school is helping my child become mature and responsible.	34	55	5	1	5
The school provides an interesting range of activities outside lessons.	46	42	4	2	6

Other issues raised by parents

Twelve per cent of the questionnaire returns included some additional written comments. These confirmed the overall positive view of parents. A few raised concerns about the lack of consistency in the provision of information communication technology and about the behaviour of some pupils on the buses to school.