

# **INSPECTION REPORT**

## **HORSFORTH SCHOOL**

Horsforth

LEA area: Leeds

Unique reference number: 108092

Headteacher: Mr Steve Jex

Reporting inspector: John Manning  
2893

Dates of inspection: 30<sup>th</sup> October – 1<sup>st</sup> November 2000

Inspection number: 224008

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:	Lee Lane East Horsforth Leeds West Yorkshire
Postcode:	LS18 5RF
Telephone number:	0113 226 5454
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Appropriate authority:	The governing body
Name of chair of governors:	John Brodwell
Date of previous inspection:	13 <sup>th</sup> November 1995

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Horsforth School is a large, mixed comprehensive school with 1297 pupils on roll aged between 11 and 18 years. There are good community facilities on the site which are well used both by the school and the community. Currently there are 201 students in the school's sixth form. There are very few pupils from minority ethnic families and no pupils who speak English as an additional language. The proportion of pupils eligible to claim free school meals is low, but higher than at the time of the previous inspection. Eleven and a half per cent of the pupils are identified as having special educational needs, which is below the national average. Of these, the proportion with statements of special educational needs is 2.6 per cent which is fractionally higher than the national figure. The attainment of the majority of pupils when they start at the school is above the national average. About a third of the pupils live on the two large council-owned estates near to the school. The rest of the catchment area consists of private housing.

### **HOW GOOD THE SCHOOL IS**

This is a very good school that has many strengths and very few weaknesses. It gives very good value for money. The recently appointed headteacher has quickly built on the achievements already established in the school and there is a determination by all staff to raise standards even higher. Results of pupils at all ages have improved consistently since the last inspection and a large proportion of pupils achieve high levels and grades in national tests and examinations. This is largely the result of the very effective teaching and pupils who have good motivation to learn.

#### **What the school does well**

- There are high standards of attainment in national tests and examinations which are reflected in many lessons and in the written work produced by pupils.
- A significant proportion of the teaching is very good and teachers' enthusiasm inspires pupils to want to learn.
- The dynamic leadership involves all staff in planning for improvement.
- Many pupils involve themselves fully in a range of extra activities in school, thinking not only of their own lives but of others as well.
- There is very good pastoral care which helps pupils to set clear targets for improvement and which supports them in their efforts to make progress.

#### **What could be improved**

- Despite the best efforts of the school to improve accommodation at lunch time, the situation is still unsatisfactory and has a detrimental effect on the learning and social development of pupils.
- There is no common policy to reinforce pupils' numeracy skills across all subjects in Key Stage 3.
- The strategy to compensate for the school's lack of daily collective worship for all pupils is not yet effective.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The high standards of attainment reported in the 1995 report have been at least sustained and in most cases improved in 2000. At the age of 13, more pupils gain higher levels in National Curriculum tests in English and mathematics than reported last time. In science, more pupils now gain the expected level but fewer reach the higher levels than in 1995. GCSE results are better, with a higher proportion of pupils gaining five subjects at grade A\* to C. More pupils also gain at least a grade G. Only 1 per cent of pupils now fails to achieve a GCSE grade. In GCSE, the average points score per pupil has improved at a faster rate than the national trend and in advanced level, at the same rate as the national trend. The proportion of good and very good teaching is higher than reported previously. The school has made good improvements in the key issues identified for action. Pupils are taking a more active role in the life of the school and their progress is now more carefully and systematically monitored by teachers. The performance of boys is better than that recorded nationally and results from a concerted effort by the school to raise their aspirations. Despite the school's attempts to improve accommodation, the situation is still unsatisfactory. Statutory requirements in special educational needs are fully met with good individual education plans for pupils in place. There has been little progress in providing a daily act of collective worship.

## 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	B
A-levels/AS-levels	A	A	A	

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

Standards have been well above national averages in Key Stage 3 at age 14 for the last three years and well above the average for similar schools. A large proportion of pupils attain the higher levels in English and mathematics but fewer do so in science, though standards in this subject are improving. The inspection confirmed these findings. Many pupils in Key Stage 3 have well developed speaking and listening skills. In GCSE results at age 16, the school was well above the national average in 1999 and above similar schools. The proportion of pupils gaining GCSE grades A\* and A is very impressive, well above national averages. Subjects with large entries where pupils attained well in 1999 were English, English literature, mathematics, French, geography and history. Though a very small number of subjects dipped slightly in 2000, all were still at least in line with the average and most above. The proportion of pupils gaining at least a grade G in GCSE improved in 2000 after disappointing results the previous year. Results in advanced level subjects have been good over recent years with more than half of those entered gaining the higher grades A to C. Work seen during the inspection was often of a similar high quality.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to their work and are positive even in lessons they find difficult. They show a good awareness of issues involving their school and they are keen to help others.
Behaviour, in and out of classrooms	Very good in most lessons. Considering the restricted lunch time accommodation and the difficulties created by storms and electrical faults at the time of the inspection, behaviour was remarkably controlled and mature.
Personal development and relationships	A real strength. This aspect has been turned round since the last inspection. Pupils can think for themselves and are pleased to be involved in discussions about how to make their school a better place. Relationships are excellent.
Attendance	Above local and national averages. Most pupils are punctual to school and to lessons.

Very strong aspects of the school. The staff treat pupils with respect and value their opinions. In return the pupils make a large contribution to school development.

## 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.*

The quality of teaching is very good in over a third of lessons, at least good in three quarters and satisfactory in the rest. The teaching in English is nearly always at least good with particularly impressive work observed in Years 9 and 11. In mathematics, teaching is mostly at least good and very good in the sixth form. Teaching in science ranges from often very good in the sixth form to mainly satisfactory in Key Stage 3. There are examples of very good teaching in all subjects and in all key stages with the best being observed in the sixth form. Most teachers have an obvious love for their subject which is communicated to pupils and this results in lively, stimulating lessons. Work is always well planned and marking is helpful to pupils. Teachers give pupils plenty of scope to use information technology where appropriate and to do research in the library. In some of the shorter lessons, for example, in physical education teachers and pupils concentrate really hard to get the most out of the limited time. Literacy skills are well taught across the subjects but there is not the same consistency in teaching numeracy skills. Pupils with special educational needs are well integrated into speaking and listening activities in classes. A good range of questions from the teachers keep them involved. There are also good strategies to extend the demands made on gifted and talented pupils in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of curriculum at all stages but too few structured approaches are provided to reinforce numeracy skills in Key Stage 3. The work related curriculum in Key Stage 4 is beginning to motivate the small minority of disaffected pupils. The academic sixth form curriculum is broad and rich, although there are too few vocational courses.
Provision for pupils with special educational needs	This is much improved since the previous inspection. Good individual education plans for pupils and well documented records of their progress are now in place. There are very effective communications between teaching staff in different subject departments and with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is still no daily collective worship as required by law but the assemblies offer good experiences for pupils to reflect on important issues. There is very good provision for pupils' social and moral development in lessons and in the work they do for the school and other organisations. Cultural provision is good and the school now makes pupils more aware of the multi-cultural nature of their world.
How well the school cares for its pupils	Staff provide good supervision in crowded corridors and other congested areas of the school. Good risk assessment procedures are undertaken. Pupils are prepared well for life at work and outside school.

Very good pastoral care and a detailed and effective careers education programme are provided. The curriculum record for pupils which was commended in the last inspection has been simplified and given a sharper focus to provide pupils and parents with a clear picture of progress being made.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has a very strong and mutually supportive leadership team relishing the challenge of their new roles and responsibilities. There is a very clear vision of where the school needs to go next which is shared by all staff and a large number of students. Everyone feels involved in school development. The school has set itself quite challenging targets for improvements in examinations.
How well the governors fulfil their responsibilities	Many governors are new and the committee structure devised is helping them to become more involved in shaping the school's future. They are knowledgeable about the strengths and weaknesses of the school and give very effective support.
The school's evaluation of its performance	Effective systems to set pupils minimum target grades and to monitor their progress have been recently put in place. There is extensive use of available standards data to check how well the school compares with those in similar situations locally and nationally.
The strategic use of resources	Very good improvements in many of the school buildings, such as its excellent library and resources area, have been the result of prudent housekeeping and using external support wisely.

The headteacher, who has been in post for half a term, is sensibly building on existing good practice to take the school forward. There are still weaknesses in accommodation because the school has grown in popularity and is now heavily over-subscribed. The senior leadership team is very experienced and heads of subjects and heads of year give clear direction to a talented group of teachers.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty six parents attended the meeting and 25 per cent responded to the questionnaire. Forty parents added comments to their reply slips.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school expects children to work hard.</li> <li>• The school helps children to mature and become responsible citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Earlier information from the school about events.</li> <li>• Better information about their children's progress.</li> </ul>

The inspection team agreed with the largely positive comments of parents. Reports and information sent out to parents were of good quality and parents have plenty of chances to become involved with the school. Some parents felt that they did not receive enough notice of recent school closures for training days. The inspection team and school agree that this was the case. Action has been taken to ensure that this does not happen again.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**There are high standards of attainment in national tests and examinations which are reflected in many lessons and in the written work produced by pupils**

1. Pupils perform very well in National Curriculum tests at the age of 14 years. The proportion gaining the higher Levels 6 and 7 are high in English and mathematics. In science more pupils gain the average Level 5 than in other schools but not as many yet attain the higher levels. GCSE results are consistently good. A larger proportion of pupils gain the top grades A\* and A than in most other schools. Fewer pupils now leave the school without attaining at least a grade G and more than the national average attain at least a grade C. Advanced level grades are good. Over half of those entering gain grades A to C. Though some pupils fail to gain a pass grade they make satisfactory progress during their two year studies. The school is currently broadening its provision of more vocationally based courses for these students.
2. In lessons and work observed, the standards of achievement reflect the above picture. Pupils enter the school with attainment above average and most continue to make good progress. Pupils with special educational needs are well taught and several gain average levels by the end of key stage tests at the age of 14 years. The school has made a good start on identifying gifted and talented pupils and is providing a range of extended tasks for them that goes beyond just extra work. Some imaginative ideas are used in lessons such as teachers targeting pupils with questions that really make them think. Others are developing pupils' skills by encouraging wider use of information technology. The number of pupils achieving high levels of attainment at all key stages is impressive.
3. At Key Stage 3 pupils show good individual learning in most subjects. There are superb examples of creative writing in English where exciting openings to stories grip the reader and are followed up with convincing characterisation and use of lively, well-punctuated dialogue. In Year 9 science, imaginative newspaper accounts of Jenner and his discoveries show evidence of intelligent research. Mathematics lessons are characterised by good basic understanding of a range of numeracy skills and accurate and interested responses. Unfortunately these are not always exploited in other subjects because teachers are not sure how far pupils have progressed in the various elements of their number work. Pupils have good practical skills in creative studies and physical education. They show awareness of technical vocabulary in history, geography and design and technology and they can grasp complex ideas in religious education.
4. At Key Stage 4 pupils become more sophisticated in their use of language as exemplified in this brilliant curtain-raiser to some GCSE English writing: *'A conga of lights stretched across the Prague skyline...the night club dwarfed most other buildings, its décor a twisted hybrid of cathedral and discotheque'*. Similarly mature pieces of work are seen in history and geography where good teaching brings out the best in pupils. Written work in French and German is accurate and shows a good eye for detail as pupils develop their linguistic competence in new languages. There is a strong graphics element in the creative studies faculty and many boys are very skilful users of information technology in Year 11.
5. Students in the sixth form are self-critical learners and keen to produce high quality work. Performing arts students use video-footage of a past performance to evaluate their planning and to suggest careful improvements to the next stage of working. In

psychology the stimulation of a lesson on different ways to undertake research left many students buzzing with ideas as they left the room. A particularly successful physics lesson gave students excellent opportunities to use information technology and they showed command of the techniques and good understanding of the topic. In religious education, students had the confidence and knowledge to be able to defend their viewpoints on a range of ethical and moral issues. Many examples of vibrant interaction were observed in the sixth form in various subjects.

**A significant proportion of the teaching is very good and teachers' enthusiasm inspires pupils to want to learn**

6. The consistently good teaching is a strength of the school and it generates very positive responses from pupils. Overall, three quarters of the lessons seen were good and more than a third were very well taught. The best teaching occurred in the sixth form but very good lessons were also observed in the other key stages. In some mixed ability groups in Key Stage 3 lessons did veer from the good or very good categories to satisfactory. This often was when the work given for follow-up writing was not sufficiently matched to the levels of individual pupils. Though the questions used in class by the teachers really helped all pupils to make progress, the written tasks sometimes left the lower attaining pupils unsure of what was expected of them. This happened infrequently but still needs to be put right.
7. The key to good teaching in this school is the knowledge and enthusiasm of the teachers. At Key Stage 3 boys learn very well in German and are keen to participate orally because of the pace, energy and good humour of the teachers. Girls do better in the written tasks and are less prepared to offer ideas spontaneously. Skilful demonstrations of techniques in physical education and other practical subjects such as pottery and music encourage pupils to participate, often with good results. The infectious enthusiasm and sensitive management of teachers cause pupils to spring to life in many lessons, for example, in English and history. Lower attaining pupils and those with special educational needs are equally prepared to stand up and perform in role along with the rest of the class.
8. Lessons are well prepared and teachers use the time to ensure that pupils work hard and make good progress. In the occasional shorter lesson of physical education in Year 9 the pupils work very hard to practise the required skills under clear direction from their teachers. There are interesting work sheets provided in geography which give pupils a framework for applying their learning sequentially across a range of topics. Good use of information technology in creative studies and science gives pupils alternative ways of research and presentation of ideas.
9. Basic skills are generally well taught. The school has an effective strategy to reinforce literacy across subjects with all teachers using a range of ideas such as key-word lists and writing frameworks to support pupils as they come to grips with new terminology. By the end of Key Stage 3 most pupils have good information technology skills but they come into the school with very different experiences and a few pupils have to work hard to catch up, relying on the extra support of teachers in lessons.
10. No lessons suffer from disruption because most pupils are keen to learn and enjoy excellent relationships with each other and with teachers. The pace of many lessons is brisk with challenging questions and strict time-targets set so that pupils know what is expected of them. Pupils have to think for themselves: *'I'm asking you to turn your minds on here'* warned one teacher. Most of the marking is effective, being detailed in the ways where pupils should work to improve. Some of the marking in

information technology is excellent giving reasons why particular grades have been awarded as well as showing pupils what to do next. Assessment and appraisal of pupil progress in lessons are good in many subjects, especially in creative studies and physical education. In these lessons, pupils regularly suggest ideas for improvement in their own work and sensitively in that of others. Teachers have encouraged this through showing pupils how to view techniques with a critical but constructive eye.

11. By the time that students are in the sixth form many have a clear agenda of how they need to learn. In a few lessons they are still too dependent on the teacher but largely they are more interested in pushing the pace on themselves. In the best examples, teachers act as facilitators in discussions rather than providers of fact, though they set the direction of the lesson with subtle interventions in, for example, biology and physics. In food studies students give effective presentations using information technology to summarise what has been learned.

### **The dynamic leadership involves all staff in planning for improvement**

12. The new headteacher is sensibly using the good foundations laid by his predecessor to take the school forward. As judged in the previous report, leadership is very strong. The senior leadership team are adapting well to their revised roles and responsibilities. They provide a solid and experienced platform to help the school to meet the higher targets now set for 2001.
13. Heads of subjects and heads of year are very involved in school development planning and through them the rest of the staff have a clear idea of where the school is heading. Even the students are aware of the demand placed on them to work harder and in discussions with inspectors many knew about improvements in the school since the last inspection. In fact, the sixth form students' description of the school's strengths and weaknesses closely match that given in this report.
14. Many of the governing body are only just in post. The committee structure recently introduced is already bringing them into contact with staff and they are making a very positive impact on developments. For instance, they helped the school to revise the new reports to parents to make them easier to understand. The chair of the governing body is very involved in the school and, with his colleagues, has a clear vision for its future.
15. The school has put in place a coherent performance management structure and the headteacher is beginning to observe lessons and to analyse good practice in teaching and learning. This is not yet widespread across the school though some departments such as geography have more formal monitoring systems. Other faculties are open in their acceptance of colleagues into classrooms but more informal evaluations of teaching and learning occur. There is evidence that the school has looked critically at its performance and effectively uses all available data to analyse pupils' progress at all stages.

### **Many pupils involve themselves fully in a range of extra activities in school, thinking not only of their own lives but of others as well**

16. At the time of the last OFSTED report there were few opportunities for pupils to take responsibility or to participate in decision making in school. This weakness has been turned into a strength. Since then a very successful school council has been

introduced with representatives from each year group. In addition, each year group has its own council with members from all forms contributing. Their discussions feed into the school council agenda. Parents and pupils are very enthusiastic about this development. It has given the pupils themselves access to aspects of school development planning. For example, they are presently negotiating for improved changing and toilet facilities. There are plans to operate a "buddy system" for those experiencing incidents of bullying. Though bullying is not regarded as widespread by most pupils, they feel it is necessary to take steps to eradicate any incidents.

17. Sixth form students play an important part in the life of the school. They are key members of the reading recovery team which helps those whose reading development in Key Stage 3 is slower than it should be. Some students also run football training sessions alongside staff. Sixth formers have been involved in designing the very carefully thought-out web-site, which contains a wealth of interesting information about the school's facilities and curriculum.
18. Pupils are able to work independently and most of them are confident in research and private study. They take full advantage of the excellent library facilities for books, information technology and other resources such as videos and talking books. In lessons they are attentive and are not slow to ask questions to further their learning. Evidence of this occurred in a personal and social education lesson in Year 8 when pupils were interested in the theme of being "caught in the middle" of parental disputes. The teacher involved pupils very sensitively in a lively discussion that saw them asking very perceptive questions.
20. Students are becoming more skilled in evaluating their own progress as seen in biology and performing arts lessons in the sixth form. Many are also confident in organising discussions in lesson time. In a high attaining Year 11 group studying the themes in "A Kestrel for a Knave", pupils conducted a lively debate on the effect that accent and dialect create on perceptions of social class. Two girls even used role-play to increase the dramatic impact of their message to others in the lesson.

**There is very good pastoral care which helps pupils to set clear targets for improvement and which supports them in their efforts to make progress.**

21. Many elements of the school's pastoral care for pupils are very good. Since the last inspection heads of year have been appointed and they have made a big difference to the arrangements for welfare and guidance provided for pupils. The active tutorial sessions involve the form tutors. The personal and social education programme also adds support to pastoral care. Teachers know the pupils well and the excellent relationships built up in lessons and out of school activities result in a very good climate for learning in the school as a whole.
22. The school was commended in the last report for its good curriculum record for pupils. This has now been refined and made more precise. Pupils know exactly what is expected of them in terms of progress in subjects. The introduction of the minimum target grade and a sharply focused performance assessment twice a year is an effective system to ensure that pupils and parents have a clear view of how work is progressing. In addition, the school is providing mentors to help those who find difficulties in learning or motivating themselves to learn.
23. Pupils and sixth form students play a large part in their own self-assessment in several subjects. This was seen in operation in creative studies and in physical education lessons and in the sixth form in biology and performing arts.

24. The school acknowledges that there are some instances of minor bullying and show a determination to stamp this out. The new buddy system is designed to involve pupils working alongside staff to take a full part in the monitoring and controlling of any incidents.
25. Though lunch time facilities are still poor, the arrangements for the supervision of pupils are much better than reported last time. All lunch time supervisors are either teachers or support staff employed in other parts of the school. This goes some way to ensuring that there are consistent approaches to supporting pupils during these crowded and sometimes difficult sessions.

## **WHAT COULD BE IMPROVED**

**Despite the best efforts of the school to improve accommodation at lunch time, the situation is still unsatisfactory and has a detrimental effect on the learning and social development of pupils**

26. Pupils have to take their lunches in very crowded areas around the hall. This leads to a number of disadvantages. Social interaction is not ideal. Lessons taking place near the hall before lunch time are interrupted by the noise of setting up tables and chairs. Lessons after lunch time are delayed while the area is cleared. The effect of this is demoralising to staff and pupils even though most are very resilient. There is good lunch time supervision and pupils behave remarkably well.
27. The headteacher is holding urgent discussions with relevant agencies in an attempt to solve the problem, exacerbated by the continued popularity of the school and its rising numbers. This aspect of school life is not satisfactory and has some adverse effects on pupils' learning.

**There is no common policy to reinforce pupils' numeracy skills across all subjects in Key Stage 3**

28. Though the approach to consolidating literacy skills is good, there are weaknesses in pupils' application of numeracy across all subjects. In some science lessons a significant proportion of pupils did not know how to calculate averages accurately or how to use equations. They also had difficulty in understanding how to transfer ideas from a three dimensional image to two dimensional diagrams. In some design and technology lessons also, only the higher attaining pupils in Year 10 showed evidence that they had confidently learned in Key Stage 3 how to interpret and draw conclusions from data using spread sheets.
29. Pupils show good numeracy skills in most mathematics lessons. They also practise and reinforce these skills in other lessons across subjects in Key Stage 3, for example, in geography and history where there is regular use of graphs and bar charts. However, there is insufficient overall monitoring of what occurs in different subjects with the result that there is no consistent learning of key skills in number work.

**The strategy to compensate for the school's lack of daily collective worship for all pupils is not yet effective**

30. The school has decided to hold one weekly assembly for each year group because of a shortage of accommodation. The assemblies are good and provide pupils with time to reflect on a range of spiritual, moral, social and cultural issues. These follow

a series of weekly themes planned over the year. There are few examples of these themes being reinforced at other times in the school week. For example, in the 20 minute registration periods, opportunities are missed to involve pupils in the development of ideas surrounding the issues raised by the theme.

31. The last inspection found that use of the 20 minute registration period varied and was rarely totally satisfactory. There have been some improvements with good examples of discussions observed where pupils showed an understanding of the needs of others. They are involved in organising many charity collections for the good of the local community and they show genuine concern for the welfare of each other. Teachers use this time well to check on pupils' progress in homework.
32. However, the school still does not meet statutory requirements to provide daily collective worship and has not yet implemented fully its strategy to compensate for the difficulties caused by lack of suitable accommodation.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Improve accommodation for pupils at lunch time by:
  - continuing urgent negotiations with the local education authority and other agencies to provide extra spaces where pupils can take their meals in less crowded and more socially acceptable conditions.
- (2) Take steps to ensure that all pupils have structured opportunities to practise and apply their numeracy skills across all subjects in Key Stage 3 by:
  - agreeing a policy which builds on pupils' experiences from primary school;
  - devising straight-forward systems that enable teachers to collaborate on effective ways to monitor that the policy is being implemented.
- (3) Make sure that the good assemblies which pupils experience are extended during the week by:
  - planning time during the 20 minute registration period to allow pupils to reflect on the school's theme for the week;
  - building into lessons the ideas and inspirations generated by the themes;
  - ensuring that an element of worship is linked to the themes.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	35	38	26	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	1096	201
Number of full-time pupils eligible for free school meals	101	

#### Special educational needs

	Y7– Y11	Sixth form
Number of pupils with statements of special educational needs	26	3
Number of pupils on the school's special educational needs register	146	5

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	7.9

#### Unauthorised absence

	%
School data	0.8
National comparative data	1.1

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



### Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	113	91	204

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	83	91	88
	Girls	78	67	65
	Total	161	158	153
Percentage of pupils at NC level 5 or above	School	79 (85)	77 (79)	75 (75)
	National	63(63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	49 (51)	52 (53)	42 (32)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	78	94	94
	Girls	72	76	74
	Total	150	170	168
Percentage of pupils at NC level 5 or above	School	73 (73)	84 (81)	81 (71)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	42 (42)	52 (53)	48 (32)
	National	31 (31)	39 (37)	29 (28)

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

### Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	103	98	201

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	56	96	101
	Girls	58	95	97
	Total	114	191	198
Percentage of pupils achieving The standard specified	School	57 (59)	97 (93)	99 (95)
	National	47 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	44 (44)
	National	38 (38)

*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	24	58
	National		n/a

### ***Attainment at the end of the sixth form***

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year Who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	38	44	82

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	20.7 (17.7)	17.9 (20.7)	19.3 (19.4)	0	n/a	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 pupils who achieved all those they studied	School	5 (11)	100 (73)
	National		(72.9)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	6
Pakistani	2
Bangladeshi	0
Chinese	4
White	1272
Any other minority ethnic group	10

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	62	1
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y 13**

Total number of qualified teachers (FTE)	75.6
Number of pupils per qualified teacher	17.1

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y13**

Total number of education support staff	22
Total aggregate hours worked per week	598

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	76
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	27.7
Key Stage 4	21

### ***Financial information***

Financial year	1999-2000
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	£
Total income	3,073,922
Total expenditure	3,073,922
Expenditure per pupil	2,435
Balance brought forward from previous year	19,830
Balance carried forward to next year	0

## ***Results of the survey of parents and carers***

**Questionnaire return rate \* 24.2%**

Number of questionnaires sent out	1297
Number of questionnaires returned	314

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	55	8	0	0
My child is making good progress in school.	48	45	3	1	3
Behaviour in the school is good.	20	63	10	1	6
My child gets the right amount of work to do at home.	26	59	11	3	1
The teaching is good.	36	60	1	0	3
I am kept well informed about how my child is getting on.	20	54	16	2	8
I would feel comfortable about approaching the school with questions or a problem.	45	45	6	2	2
The school expects my child to work hard and achieve his or her best.	62	37	1	0	0
The school works closely with parents.	16	59	18	1	6
The school is well led and managed.	33	54	1	0	12
The school is helping my child become mature and responsible.	35	57	2	0	6
The school provides an interesting range of activities outside lessons.	37	50	5	0	8

### **Summary of parents' and carers' responses**

\*The school had already sent out a questionnaire to parents in the month before the OFSTED inspection. The response to that had been 35%.