

# INSPECTION REPORT

## **RANELAGH SCHOOL**

Bracknell

LEA area: Bracknell Forest

Unique reference number: 110082

Headteacher: Kathryn Winrow

Reporting inspector: Brian Evans  
1049

Dates of inspection: 14<sup>th</sup> -17<sup>th</sup> November 2000

Inspection number: 224022

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:	Voluntary aided
Age range of students:	11 - 18
Gender of students:	Mixed
School address:	Ranelagh Drive Bracknell Berkshire
Postcode:	RG12 9DA
Telephone number:	01344 421233
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Appropriate authority:	The governing body
Name of chair of governors:	Christopher Clarke
Date of previous inspection:	February 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

The school was inspected by five inspectors, led by Brian Evans. This is a summary of the inspection report, which is available from the school. Religious education and collective worship was inspected separately under Section 23 of the Education Act 1996.

### **INFORMATION ABOUT THE SCHOOL**

Ranelagh is a voluntary-aided school situated near Bracknell town centre and admits students from a wide area serving the Anglican Deaneries of Bracknell and Sonning. There are 838 students aged from 11 to 18 years on roll, which is close to the average size for secondary schools and a similar number to that at the last inspection. Attainment on entry is above the national average. One per cent of students are eligible for free school meals, which is well below the national average. There are very few students from ethnic minority groups, and the number of students with English as an additional language is low. Nearly all students stay at school into the sixth form when they reach the age of 16. The percentage of students with special educational needs is below the national average, and the number with statements is broadly in line with the national average. The school has a unit for 12 students with statements of special educational need for specific learning difficulties. Ranelagh is a designated Department for Education and Employment Beacon School and provides support for other schools in the area. It is an accredited school for the Investor in People Award.

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

The school achieves very high standards in all its work. Attainment is well above average, attendance is excellent, and behaviour is exemplary. All students are eager to learn and to make the most of the wide range of opportunities. Teaching is consistently good, and all students, including those with special educational needs, make good progress. There are very good procedures to care for students, and the school has a good partnership with parents. The headteacher's leadership is outstanding and the school is very well managed. The school has made significant improvements since the last inspection. It provides very good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Management is very good and the headteacher's leadership is outstanding.
- Attainment is well above average.
- Teaching is good and students' attitudes to learning are excellent.
- Provision for students' personal development is excellent.
- The support provided for students with special educational needs is very good.
- Attendance is well above the national average.

## WHAT COULD BE IMPROVED

- Though teaching is good overall, there are a few lessons in which students make too little progress.
- Accommodation for the learning resources base and for sporting facilities.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made on the key issues for action identified in the last inspection report in February 1995. Standards have risen across the school. There has been a substantial improvement in the quality of teaching. Managers at all levels are participating fully in development planning. The pastoral staff provide excellent support for students and contribute effectively to a whole school personal and social education programme. Accommodation is substantially improved, including a new sixth form block. Good information technology facilities enable students to apply their skills across most subjects. The school has good strategies and systems in place to maintain its high standards.

## 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
	1998	1999	2000	2000
GCSE examinations	A	A	A	A
A-Levels/AS-Levels	A	B	B	

**Key**

*well above average*    **A**

*above average*        **B**

*average*                    **C**

*below average*         **D**

*well below average*    **E**

By the age of 14, students achieve results in national tests that are well above the national average in English, mathematics and science. They are also well above the average for similar schools. By the age of 16, students achieve results in GCSE that are well above the national average and well above the average for similar schools. Over the last four years, the trend in the school's GCSE average point score per student was above the national average. In Advanced Level examinations and in General National Vocational Qualification courses, sixth form students achieve results that are above the national average. All students, including those with special educational needs, make good progress. Students are confident and articulate, and have good literacy and numeracy skills. These skills support work in all subjects and help to maintain levels of attainment well above average.

## STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Students are eager to learn and express great pride in their school.
Behaviour, in and out of classrooms	Excellent.
Personal development and relationships	Excellent.
Attendance	Well above the national average.

Students are eager to come to school. Attendance procedures are rigorous. Students are exceptionally mature, responsible and courteous, and relationships are excellent. Students are keen to learn and expect to work hard. They have enquiring minds and are confident to think for themselves and be independent.

## TEACHING AND LEARNING

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

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

Teaching is good. Teaching was excellent in 5 per cent of lessons, very good in 31 per cent, good in 54 per cent and satisfactory in 10 per cent. There was no unsatisfactory teaching. Teaching in English, mathematics and science is good and there is no variation between the quality of teaching in other subjects or between year groups. The needs of most students are met. Work is modified for lower attaining students and teachers present higher attaining students with very challenging tasks. The strengths in teaching are very good subject knowledge and understanding, high expectations and the quality and use of teacher assessment in supporting students to raise their standards. Students rapidly absorb knowledge and acquire skills. They develop their ideas through rigorous questioning and take an active part in discussion. Students quickly develop the ability from Year 7 onwards to sustain concentration in lessons. However, in a few lessons where the teaching is generally satisfactory, students make too little progress. This is because the work is either too easy or too hard for a group of students or because the lesson structure does not give them sufficient scope to apply their previous knowledge and understanding of the topic being studied.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum and its ongoing development is driven by the need for pace and challenge in students' work. The curriculum meets students' needs for GCSE, A and AS Level and for General and National Vocational Qualification courses.
Provision for students with special educational needs	Very good. Students make very good progress in both their academic and personal development. Provision permeates the school's organisational and curricular structure. The guidance provided for staff is reflected in the very good practice.
Provision for students' personal, including spiritual, moral, social and cultural development	Excellent in all respects.
How well the school cares for its students	Very good. Screening arrangements every half-term ensure that students' academic progress and personal development are monitored well.

Statutory requirements are met. A wide range of extra-curricular activities and educational visits enhances the day-to-day curriculum. The school has very good systems for caring for students and for monitoring and supporting both academic and personal development. These strengths contribute to the very high rate of staying into the sixth form. Assessment arrangements are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides outstanding leadership and the school is very well managed.
How well the governors fulfil their responsibilities	Very good. Governors fulfil their responsibilities very well.
The school's evaluation of its performance	Very good. The school evaluates its work well but does not use the full range of comparative data available nationally.
The strategic use of resources	Very good. Resources are used well. Careful financial planning supports school development. However, accommodation is cramped. Library provision has improved since the last inspection but the space remains limited for the size of school. Sporting facilities do not match students' demand for games and physical education.

The headteacher is a very skilful leader who expects, and receives, high levels of performance from teachers, support staff and students. She and senior staff manage the school very well and create an effective environment for learning. Governors are very well informed, and monitor the school's work through visits and reports. The principles of best value are applied very well.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Students make good progress.</li> <li>• Students are expected to work hard.</li> <li>• The school enables students to become mature and responsible adults.</li> <li>• The school is well led.</li> </ul>	<ul style="list-style-type: none"> <li>• The school working more closely with parents.</li> <li>• Information about students' progress.</li> <li>• Homework.</li> </ul>

Inspectors' judgements agree with parents' favourable views and disagree with their criticisms. Homework is set in line with a reasonable school policy and is an important factor in the high standards achieved. The school has very good procedures for working with parents and keeping them informed about the life of the school and about their child's progress.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Management is very good and the headteacher's leadership is outstanding.**

1. The school's clearly stated shared aims and values are realised in the everyday life of the school. What is written about in the documentation actually happens in school. The headteacher's vision for the school is shared by governors, staff, students and parents. It is of a learning culture for students and staff within the framework of a strong community. There is substantial evidence that, through her outstanding leadership, very good progress towards achieving this vision has been made since the last inspection. Students have excellent attitudes to learning. Teaching and non-teaching staff show a great commitment to the school and to students, and are eager to extend their expertise through continuing professional development. Governors, staff, parents and students work closely together to maintain high standards of achievement across the full range of activities in the school.

2. An effective management structure is in place. The development plan is comprehensive, detailed and well structured, with clearly defined targets. Arrangements for monitoring students' progress are very good. Lines of communication within the school are clear, open and effective, which contributes to the unity between all teaching and support staff. The headteacher is supported well by senior staff, who are efficient in administration and effective in creating a positive learning ethos around the school. Middle managers manage their areas of responsibility well. Management decisions are carefully considered with the specific aim of driving standards up whilst building on the current strengths of the school.

3. The governing body is well informed and gives strong support to the headteacher and staff. Governors have worked with the senior management team in improving accommodation and learning facilities by successfully supporting bids for funding from the local education authority, the diocesan board, and central government funds. For example, the two new buildings are a result of effective strategic planning by the headteacher and the governing body. The budget is efficiently and effectively managed, a judgement which is confirmed by the most recent auditor's report. Principles of best value are applied well and spending is closely linked to the school development plan. The pre-inspection questionnaire showed that a large majority of parents feel the school is well led and managed. Governors monitor the work of the school through frequent planned visits. Regular presentations to appropriate committees ensure that all subject areas and major aspects of the school's work are reviewed over an eighteen-month cycle.

#### **Students' attainment is well above average.**

4. Students enter the school with above average attainment levels. They make good progress through the school and attain well above average standards in national tests by the age of 14, and again in their GCSE examinations. Results in national tests and in GCSE examinations are well above the average for similar schools. Students' grades at Advanced Level are above the national average. The school consistently meets its very demanding

targets for the percentage of 5 or more GCSE grades A\*-C. It has achieved well over 80 per cent over the past four years. The trend in the school's average total GCSE point score per student was above the national rate based on the figures for the last six years. There are no significant differences between the attainment of boys and girls.

5. Most students are confident and articulate speakers who understand and use a sophisticated level of language. They listen well, and discussion is often used by teachers as a means of developing reasoning and understanding. Students read very well and derive great enjoyment from books and other reading materials. They are able to find information through reading a range of resources, and are enthusiastic explorers of the Internet. Writing skills are very well developed. These well above average literacy skills support work in all subjects and help students reach levels of attainment well above average.

6. Standards in English are well above the national average and the average for similar schools. Students have above average numeracy skills, which are also reinforced in other subjects, such as measuring skills in design and technology. Standards in mathematics are well above both the national average and the average for similar schools. Students have a strong grasp of all aspects of mathematics and apply their mathematical skills effectively to help their progress in other subjects. For example, in Years 10 and 11 students in science demonstrate their competence and confidence in manipulating algebraic expressions and solving different types of equations. Advanced Level GCE results show a marked improvement in 2000, with 52 per cent achieving a Grade A. Students have very good knowledge and understanding. In a Year 12 lesson on the application of statistical ideas to practical situations, students were able to highlight difficulties when using class intervals in their calculations.

7. Standards in science are well above the national average and the average for similar schools. High attainers in Year 10 show a commanding grasp of the structure of the periodic table, and low attainers have a sound understanding of the vocabulary associated with the functions of the major body organs. Students of all attainment levels have a science vocabulary adequate to support their gains in knowledge and understanding.

8. Students have well above average information technology and keyboard skills. Most have computers at home and are familiar with a range of applications and can use software confidently. For example, students manipulate spreadsheets and use advanced software for presentation of their work.

### **Teaching is good.**

9. Teaching is good in 54 per cent of lessons, very good in 31 per cent and excellent in a further 5 per cent. Teaching is satisfactory in 10 per cent of lessons. There is no unsatisfactory teaching. Good teaching occurs throughout the school and enables students of all abilities to make good progress and achieve high standards. There has been a significant improvement since the last inspection, when there were some shortcomings in one out of every eight lessons and the sixth form teaching was variable. The considerable emphasis on improving the range of teaching styles since the last inspection has borne fruit, particularly in the sixth form.

10. There are three major strengths in teaching. The first is teachers' high expectations. These are exemplified by their good subject knowledge, by the good quality lesson planning and by their understanding of how to teach students to achieve high standards. These are key factors in enabling students to fulfil their academic potential. Lessons are planned to include a sequence of progressively harder tasks, which enables students to cope with demanding work. An example was seen in a Year 9 practical science lesson on displacement reactions. The teacher's authoritative subject knowledge was well communicated and included a very good initial session on challenging students' prior understanding. The lesson plan included different group activities designed to stretch students at a level appropriate to them. Students work hard, concentrate well and are keen to learn. A particular characteristic of the school is that students, as well as staff, have high expectations of themselves. In the lesson on art in Year 7, students' work on a portrait project reflected both their teacher's high expectations and their eagerness to explore ideas on the subtle use of colours.

11. The second strength is that high standards are based on very good teaching of basic skills, which are acquired by students from Year 7 onwards. Students gain well above average skills of speaking and listening, reading, writing and numeracy. These skills underpin their work in all subjects and encourage students to be independent, researching topics for themselves and learning to draw conclusions and form opinions. For example, students were able to reach high standards in a Year 9 history lesson on industrial changes in the nineteenth century, when the teacher insisted on a high quality use of language in both their oral and written work.

12. The third major strength is that teachers know their students and their needs very well. The teachers' assessment of how successfully students are learning in lessons is of high quality. It enables them to match work appropriately to the attainment levels of individuals and of groups. Most students of all ages and abilities feel their written work is marked in a helpful and constructive way. In addition, teachers use careful and effective questioning in their assessment of students' progress. At the beginning of lessons, they check what students remember and in the course of the lesson they check knowledge and understanding periodically. Questions are also used to develop knowledge and understanding, to encourage independent thinking with open questions. In most lessons, students are encouraged to question information presented to them and to think for themselves. In an A Level biology lesson, a constant interplay of questions both ways between students and teacher led to effective learning of the biochemical processes involved in the production of silage.

13. Homework is well designed and supports learning very effectively. A range of tasks is set, including some that encourage students to acquire knowledge and understanding for themselves. Many students take advantage of open-ended assignments to produce work of a very high standard.

14. Good teaching, allied to a consistent implementation of the school's teaching and learning policy, is a major contributory factor in students' excellent attitudes to learning. In the few lessons with some shortcomings in pace and challenge, it is sometimes the students themselves who come to the rescue with their pertinent questions which drive the lesson at a pace it otherwise would not have.

## **Provision for students' personal development is excellent.**

15. The overall provision for the personal development of students is excellent. There is a clear, well thought out philosophy for the spiritual, moral, social and cultural development of students.

16. Staff provide very good role models, and the strong partnership between school and home encourages spiritual, moral, social and cultural development. The climate of high expectations encourages moral development. During the inspection week, students of all ages made very impressive contributions in school assemblies on the theme of remembrance. There is a strong emphasis on students working together co-operatively in lessons and in activities outside lessons, particularly in sport, music and drama. They are also expected to develop independence in working in lessons and at homework.

17. Students perceive the school council as a very effective means whereby they can contribute to the life of the school. Student councillors are articulate, constructive and impressive. Among many initiatives, the school council suggested and saw through the implementation of improved arrangements for school meals. Most students travel some distance to school and are now able to buy a cooked snack before school starts. The headteacher and senior staff consult the school council on a wide range of whole school issues. For example, form representatives made a very important contribution to the school's anti-bullying policy. Moreover, students take a significant part of the responsibility in making sure that the policy is followed through in practice around the school.

18. Students are expected to shoulder responsibility. Opportunities to do so are woven into the daily life of the school and provided through the extensive range of extra-curricular activities. Residential and educational visits play a part in social development, as well as contributing to students' cultural development. Residential visits include biology and geography field trips and lower school Outward Bound trips. There are language-oriented visits to Austria and France, a history visit to Prague, and art visits to Paris, Florence and Amsterdam. In 1999, 36 students visited Namibia under the World Challenge aegis and the school is now closely involved in the BT Global Challenge. Many other wide-ranging initiatives enrich the curriculum and provide opportunities for students to mature and prepare for adult life. Examples are work experience for Year 12 linguists in Brittany, the 'sculptor in residence' project, which partly is inspired by African dance and music, and the activities of the Young Enterprise group. A substantial enrichment programme is provided for the sixth form. For example, at the meeting of the sixth form Youth Action Group, students discussed a possible healthy eating topic which they were going to lead on in local partner primary schools.

19. A significant factor in the success of the school is the contribution made to school life by sixth form students. The sixth form is an integral part of the school. Sixth formers provide very mature role models for younger students. They are assigned as counsellors to younger form groups and support them effectively in their personal and academic development. Senior students play a visible and responsible role and show great pride in the school. Very few students leave the school after sitting their GCSE examinations at the end of Year 11.

20. The school has very good systems for monitoring and supporting students' academic and personal development. The tutor group system provides strong personal support. The half-termly screening enables teachers to monitor underachievement and to respond where necessary. The well-planned induction system for new students ensures a smooth transfer between schools.

21. The school keeps parents well informed and works closely with them in supporting their child's academic and personal development. Parents are encouraged to be involved in the school's work, as for example the parents who help the school librarian in the learning resource area. There is a high level of parental support for music and drama performances and for sporting fixtures.

**The support provided for students with special educational needs is very good.**

22. Seventeen per cent of students aged between 11 and 16 are on the school's register of special educational needs. These include 21 students with statements of special educational need. There are 12 statemented students in the school's special unit for students with specific learning difficulties. Clear and comprehensive procedures are in place to identify students with special needs. Good data analyses kept by the school show that these students make very good progress in relation to their attainment on entry to the school. Management of the provision for special educational needs is very good. The school has made very good progress since the last inspection in its provision for students with special educational needs.

**Attendance is well above the national average.**

23. Procedures for monitoring attendance are rigorous and all absences are followed up. The school has the full support of parents. For example, few students are taken on holiday during term time. Attendance and punctuality are strengths of the school.

## **WHAT COULD BE IMPROVED**

**Though teaching is good overall, there are a few lessons in which students make too little progress.**

24. The common factor in the minority of otherwise sound lessons was that students did not achieve enough by the end of the lesson. In these lessons, the teacher's planning does not match work to students' knowledge and understanding. Students' enthusiasm is dampened and they make slower progress. On occasions, lesson content is not imaginative or inspiring, and teachers talk for too long without any questions or set tasks which fail to stimulate students' involvement.

### **Accommodation for the learning resources base and for sporting facilities.**

25. The provision for students' independent learning has much improved since the last inspection. The newly appointed librarian has created a good area for independent learning in the limited space available to her.

26. Many students of all ages, both boys and girls, expressed a need for better sporting facilities. The present facilities do not match up to the enthusiastic approach of the staff and students in either their timetabled provision or their extra-curricular needs.



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

27. Improve teaching in the small proportion of lessons in which students do not make as much progress as they could, by:

- implementing fully the current initiatives on monitoring of classroom teaching by the senior management team and heads of department, and place a clear focus on monitoring and supporting classroom teaching;
- greater sharing of good practice between departments and teachers.

28. Improve the accommodation for the learning resources base and for sporting facilities by:

- implementing the plans for extending the space available for the learning resource centre, as soon as funds become available;
- continuing to explore ways of improving the range of sporting facilities.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and students	31

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	31	54	10	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	644	194
Number of full-time students eligible for free school meals	7	0

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	21	0
Number of students on the school's special educational needs register	100	0

English as an additional language	No of students
Number of students with English as an additional language	3

Pupil mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	4
Students who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	4.0
National comparative data	7.9

#### **Unauthorised absence**

	%
School data	0.0
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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	68	61	129

<b>National Curriculum Test/Task Results</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
Numbers of students at NC Level 5 and above	Boys	65	61	64
	Girls	59	57	57
	Total	124	118	121
Percentage of students at NC Level 5 or above	School	97 (94)	91 (92)	94 (91)
	National	63 (64)	65 (62)	59 (55)
Percentage of students at NC Level 6 or above	School	73 (67)	74 (78)	64 (58)
	National	28 (28)	42 (38)	30 (23)

<b>Teachers' Assessments</b>	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	
Numbers of students at NC Level 5 and above	Boys	60	51	66
	Girls	57	52	59
	Total	117	103	125
Percentage of students at NC Level 5 or above	School	90 (86)	80 (94)	97 (94)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC Level 6 or above	School	52 (52)	60 (75)	65 (57)
	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*

Number of 15 year olds on roll in January of the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	59	73	132

<b>GCSE results</b>		<b>5 or more grades A* to C</b>	<b>5 or more grades A*-G</b>	<b>1 or more grades A*-G</b>
Numbers of students achieving the standard specified	Boys	49	58	59
	Girls	60	72	72
	Total	109	130	131
Percentage of students achieving the standard specified	School	83 (88)	99 (100)	99 (100)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

<b>GCSE results</b>		<b>GCSE point score</b>
Average point score per pupil	School	50.4 (54)
	National	38.7 (38)

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

<b>Vocational qualifications</b>	<b>Number</b>	<b>% success rate</b>	
Number studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	0	N/A
	National	N/A	N/A

*Attainment at the end of the sixth form*

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-Level or AS-Level examinations	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	32	48	80

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	17.9	17.4	17.6 (17.7)	2.8	4.0	3.4 (6.0)
National	N/A	N/A	N/A (17.9)	N/A	N/A	N/A (2.8)

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

<b>Vocational qualifications</b>		<b>Number</b>	<b>% success rate</b>
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	11	100
	National		N/A

<b>International Baccalaureate</b>		<b>Number</b>	<b>% success rate</b>
Number entered for the International Baccalaureate Diploma and the percentage of those students who achieved all they studied	School	0	N/A
	National		82.5

*Ethnic background of students*

	<b>No of students</b>
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	6
White	824
Any other minority ethnic group	6

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
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	3	0
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)	54.8
Number of students per qualified teacher	15.3

*FTE means full-time equivalent.*

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

Total number of education support staff	14
Total aggregate hours worked per week	284

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

Percentage of time teachers spend in contact with classes	74
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#### **Average teaching group size: Y7 – Y13**

Key Stage 3	23.6
Key Stage 4	20.1

### *Financial information*

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	2188984.00
Total expenditure	2234051.00
Expenditure per pupil	2702.00
Balance brought forward from previous year	25180.00
Balance carried forward to next year	-19887.00

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

**Questionnaire return rate**

Number of questionnaires sent out	838
Number of questionnaires returned	299

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	44	49	6	1	0
My child is making good progress in school.	50	44	3	0	3
Behaviour in the school is good.	50	46	1	0	2
My child gets the right amount of work to do at home.	30	57	9	2	2
The teaching is good.	40	55	1	1	2
I am kept well informed about how my child is getting on.	28	46	20	3	3
I would feel comfortable about approaching the school with questions or a problem.	46	43	8	1	0
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	34	47	14	3	2
The school is well led and managed.	61	35	1	0	3
The school is helping my child become mature and responsible.	51	45	1	0	2
The school provides an interesting range of activities outside lessons.	32	49	13	1	5

**Other issues raised by parents**

No other issues.