

INSPECTION REPORT

SHARNBROOK UPPER SCHOOL

Sharnbrook

LEA area: Bedfordshire

Unique reference number: 109706

Acting Headteachers:
John Clemence and Louise Raymond

Reporting inspector: Linda Ellis
3773

Dates of inspection: 5th - 7th March

Inspection number: 234803

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of students:	13-18
Gender of students:	Mixed
School address:	Odell Road Sharnbrook Bedfordshire
Postcode:	MK44 1JX
Telephone number:	01234 782211
Fax number:	01234 782431
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor A. P. Hendry
Date of previous inspection:	22/04/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
Linda Ellis	3773	Registered inspector
Sue Howley	9865	Lay inspector
Pam Brooks	31146	Team inspector
Maurice Edwards	1839	Team inspector
Stephen Lavender	1153	Team inspector
Jonathan Banks	11830	Team inspector
Mike Lewis	7431	Team inspector

The inspection contractor was:

Northamptonshire Inspection and Advisory Service

Inspection Division
Cliftonville Centre
Cliftonville Middle School
Cliftonville Road
Northampton
NN1 58W

Tel: 01604 259876

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time students:	1520	(much larger than average)
Number of students in the sixth form: schools)	512	(larger than most)
Students entitled to free school meals:	5.4%	(below average nationally)
Students on the register of special educational need:	11.9%	(below average nationally)
Students with statements of special educational need	2.1%	
Average number of students per teacher:	15.2	(lower than average)

Sharnbrook is a large, mixed comprehensive school that caters for students aged 13-18. The school draws students from about thirty villages in rural north Bedfordshire, and more than 90% travel to school by bus each day. The school enjoys a very good local reputation; a significant group of students travels from outside the traditional catchment area, beyond county boundaries. There is a full range of ability amongst the students but with a greater proportion of students above the average than below it. There are very few students with backgrounds other than white British. The school is involved in a range of national initiatives. It is a Beacon school, a Specialist College of Media Arts, a Training School and has a growing involvement with the community through projects associated with the performing arts.

HOW GOOD THE SCHOOL IS

Sharnbrook Upper School is an excellent school. Standards achieved are well above average. Outstanding leadership has created a climate in which students are keen to learn, and there are excellent opportunities for students' personal development. Teaching, overall, is very good. The school provides very good value for money.

What the school does well

- Outstanding leadership has set a clear direction for the school in maintaining and improving upon high standards.
- Standards attained in examinations are well above average.
- Students' behaviour, attitudes and personal development are excellent.
- Teaching is very good.
- Opportunities for students in the sixth form are outstanding.
- The curriculum provides very good opportunities for gifted and talented students and other students with individual needs.
- The school provides for excellent social and moral development.
- The school cares extremely well for its students.
- The school is very good at long term planning and managing its finances.

What could be improved

- Whilst English results are well above national averages, students could achieve even higher standards in English language.
- Aspects of the curriculum i.e. time for art and design in Year 9, and uptake of modern foreign languages.
- The quality of reports to parents about students' achievements and what they need to do to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in May 1996. Standards in GCSE have improved at a rate higher than that found nationally and remain high. The quality

of teaching has improved on the previous standard. The school is now making use of data about students' performance to target support on students who are failing to make sufficient progress. School policies are implemented across the school. Although the school has made changes to the art and design and music provision, there is still too little time allotted to art and design to complete the programme of study in Key Stage 3. The provision for the teaching of information and communication technology has greatly improved; all students undertake a short course GCSE. Some actions have been taken with regard to spiritual development of students but opportunities are missed in the subjects of the curriculum.

STANDARDS

Standards achieved by students aged fourteen years are well above average. There is an overall improvement in standards, which, in science and mathematics match those found nationally. The rate of improvement in English is higher than the national rate. Higher attaining students do well; the proportion attaining higher grades is well above that found nationally. The work seen during the inspection reflects these results. Students achieve highly in most areas of the curriculum although some students are limited in their art and design experience, lowering standards in this subject.

The table below shows the standards achieved by sixteen and eighteen 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	2001
GCSE examinations	A	A	A	A
A-levels/AS-levels	A	A	A	

Key	
High	A*
Well above average	A
Above average	B
	C
Below average	D
Well below average	E

The standards attained by students aged sixteen are well above both the national averages and the averages attained in schools which have a similar proportion of pupils eligible for free school meals. Sixty-nine per cent of students attained at least five GCSE subjects at grades A*-C and almost all students attained five GCSE passes. In recent years, standards at GCSE have improved at a higher rate than the national trend. Students of all abilities make good progress between the ages of fourteen and sixteen; in 2000 the school met the challenging targets set by the governors for students' performance. Students with special educational needs also make good progress. Overall, boys' attainment is lower than that of girls by a slightly greater extent than is found nationally. Students attain standards that are well above average in English, mathematics and science; however, they could do even better in English language. All subjects, with the exception of Spanish, attain standards that are significantly above average. Students have good numeracy skills which are used well across the subjects of the curriculum. They are also exceptionally good speakers and listeners. Students speak with confidence and they are very good at discussing and debating. Standards of writing are above average but not at the same high level as other aspects of literacy. The quality of art and design produced in the school by students aged fourteen to eighteen is exceptional.

Standards at A level are well above average. There is a wide range of subjects from which students can select. In most subjects, except biology and English language, results are above or well above the national averages. Progress is very good in the sixth form.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. There is a good work ethic in the school. The vast majority of students are very keen to learn. They work well, independently and in groups.
Behaviour, in and out of classrooms	Outstanding. In lessons students respond well to their teachers, showing respect for each other and the staff. When moving around the school or working without direct supervision, behaviour remains at a high standard.
Personal development and relationships	Excellent. As they progress through the school students accept responsibility. There are good relationships, not only within the school but with others in the wider community.
Attendance	Good. Students attend regularly and punctually and there is very little unauthorised absence. However, absence that is authorised by parents has increased slightly in the last three years.

TEACHING AND LEARNING

Teaching of students:	aged 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. Almost all is at least satisfactory. Ninety-nine percent of lessons are satisfactory or better. Thirty-nine per cent of lessons are very good or excellent. Teachers' good subject knowledge and ability to explain clearly, together with the good relationships and the students' positive attitudes, contribute to the strong ethos of learning which helps students of all abilities make good progress. Lessons contain a variety of different types of activity: in the best lessons work is planned to challenge each individual. The teaching of English, mathematics and science are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In general very good. The sixth form curriculum is outstanding. The school caters very well for those who have particular gifts and talents. Students who require a modified curriculum are also well-served. However, a significant group of students do not study a modern language in Year 10. This is in breach of the statutory requirements. In Year 9, the time allocated for art and design is insufficient to meet the requirements of the National Curriculum, although overall provision for the arts is very good. The curriculum is supported by a wide range of extra-curricular activities.
Provision for students with special educational needs	There is very good provision for students with statements of special need and identification of the needs of others with learning difficulties is good. Lower attaining students make good progress, helped by the very effective learning support assistants.
Provision for students' personal, including spiritual, moral, social and cultural development	Provision for students' social and moral development is excellent and this is a strength. There are few opportunities to help students develop a spiritual dimension through the subjects of the curriculum although in other aspects, in the remembrance garden and in the work with Miracle House in South Africa, spirituality is evident. Students have good access to learning about their own cultural traditions. They have some opportunities to prepare for life in a multicultural society, developed through a partnership with a school that has students from a wide variety

	of cultures.
How well the school cares for its students	The school provides a very good standard of care. Teachers know the students well and are very supportive and encouraging. There are good arrangements for monitoring the health and safety arrangements; the school has good child protection procedures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There has been very clear and effective leadership. The management structure is well defined and many staff have responsibility for developing areas of the school. Parents, students, staff and governors are consulted before important decisions are taken. However, some necessary developments in subjects of the curriculum take a long time to implement e.g. in ICT and English language.
How well the governors fulfil their responsibilities	Extremely well. Governors bring commitment and expertise. They are very well informed and meet almost all of their statutory responsibilities, the exceptions being the provision of a daily act of collective worship and the uptake of modern languages in Key Stage 4.
The school's evaluation of its performance	Very good. There is good analysis of examination data and other indicators, which helps the school identify areas of strength and weakness. Teachers and students are aware of the targets for improvement.
The strategic use of resources	Strong financial planning ensures that the school deploys resources very effectively, guided by the school development plan. The school makes excellent use of funding provided by the initiatives that the school adopts. The sixth form is cost effective. The school consults widely and gets very good value for the money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The school expects the students to work hard. They feel comfortable about approaching the school.</p> <p>The school provides an interesting range of activities.</p> <p>The school is led and managed well.</p> <p>The school helps students become mature.</p> <p>Students like school and teaching and behaviour are good.</p>	<p>The amount and timing of homework.</p> <p>They would like to be better informed about how their child is getting on.</p> <p>Some would like the school to work more closely with parents - responding more quickly to concerns raised.</p>

Inspectors' views

During the inspection, appropriate homework was set, with reasonable time scales for completion. The evidence shows that the vast majority of students complete the homework tasks set. However, review of homework diaries showed that there is no homework timetable. Homework is not set for all students every night and it is not always set in measured amounts. The school provides termly reports and two opportunities to formally consult with staff for Years 10, 11 and 12 and three for Year 9 and 13. Termly assessment reports include details about grades and predicted grades, which can be helpful to parents and students but are more useful to the school. There is insufficient rigour about the criteria for the assignment of effort grades in these reports. Annual reports are descriptive and supportive but do not provide targets to support improvement; they give insufficient information to parents in this process.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Outstanding leadership has set a clear direction for the school in maintaining and improving upon high standards.

1. One of the main reasons for the continuing success of Sharnbrook Upper School is the outstanding leadership provided by its senior managers and governors. Credit is due to the previous headteacher who had left this post before the inspection. The school continues to run well because of the positive ethos, and clear direction, shared by all senior staff. This ensures that students strive to achieve their best. Teachers know their subjects and how to teach them well. Staff and students are committed to learning and have high expectations. The upward trend in the standards achieved by students is just one way in which the school has been successful.
2. The governing body has a clear strategic view of the way the school should develop and in consultation with all interested groups, has created a good development plan. A guiding principle for the school is that it should serve the community and work and learn from others. The clarity and consistency of the school's aims have enabled it to adopt a wide range of government initiatives, to the benefit of the students, but without changing the nature of the school. These initiatives include becoming a Beacon School, achieving specialist Media Arts status and a Training School. The school has also received a number of awards i.e. the Schools' Curriculum Award, Investors in People and Sports Charter. The governors rely upon the headteacher and senior staff to manage the developments, and, where individual governors have expertise, they use this to support staff, for example with personnel issues, building, finance and information and communications technology. The high expectations of governors and senior staff set the standards for the whole school. The school is very successful in achieving what it sets out to do. Staff and governors celebrate its successes and identify what still needs further work. Sharnbrook is a school that is always looking to improve on its current success.

The standards attained in examinations are well above average.

3. The standards achieved by students at the school are high and are well above the national averages in both the national tests for fourteen year olds and in GCSE examinations. At age fourteen, students' results have been well above national averages in English, mathematics and science for the last three years. The national test results at fourteen are well above those of schools that have a similar proportion of pupils eligible for free school meals. The results have been improving at the same rate as the national trend.
4. GCSE examination results have shown a steady improvement since 1996: in 2000 they were well above the national average. Girls' attainment was higher than boys' by a slightly greater amount than found nationally. In 1999, boys' attainment was closer to that of girls and the school is employing a range of good strategies to close the gap again. Standards achieved in all subjects, except Spanish, are significantly above the average. The school performs well in GCSE examinations when compared with similar schools. The rate of improvement in performance at GCSE has been above the nationally trend.
5. Standards at A level are well above the national average. Standards are consistently very good across most subjects with exceptional results being achieved in art, chemistry,

geography and history. However, results in biology and English language are below average. The work observed in all sixth form lessons, including that in vocational A levels and GNVQ programmes, was very good.

6. Students' literacy skills are high. Students speak clearly. They are fluent and accurate in their use of language. They read well and are good at getting information from text in lessons and for homework. Listening skills are outstanding and students can debate at a high level. In a Year 9 English lesson, students worked independently in small groups to debate effectively aspects of Macbeth which they then presented to others. Students in a Year 10 design and technology lesson used technical language very precisely in their studies. In a Year 12 business studies lesson students showed that they were able to discuss some difficult issues related to motivation: they combined their own suggestions with theories that they had previously learnt. Students' skills with language mean they can make good use of learning resources of all types. Teaching provides the opportunities for students to build up these skills through challenging and stimulating activities.
7. Students also have a good numeracy skills. They are good at mental calculations, as observed both in mathematics lessons and in science classes. In Year 10, their work in algebra is of a very high standard; in all year groups, students' abilities to use and interpret graphs in science and geography are exceptional.
8. Overall, students have good skills in information and communication technology. Some students have well-developed skills for their age in the use of digital cameras and are able to manipulate images. They produce edited video sequences of a high standard for broadcasting over the school's television network.

Students' behaviour, attitudes and personal development are excellent.

9. Students are overwhelmingly positive about the school and appreciate the educational opportunities it provides. They are enthusiastic learners, keen to participate in the activities planned in their lessons. Their answers to teachers' questions are usually extended and demonstrate their grasp of the work. Students readily ask questions which are considered and to the point, again demonstrating a high level of involvement with their work.
10. Relationships among students and between students and teachers are very positive. Students listen carefully to teachers and each other in nearly all lessons. They show a high level of maturity for their ages and join in willingly with group activities or when the class works together. They also work well when doing individual work.
11. The behaviour of students of all ages, in and out of lessons, is excellent. They show considerable respect for each other and for adults. Students are courteous, polite and co-operative. Students' commitment to attend school is high; many are involved in after-school classes. They participate enthusiastically in out-of-school activities. Their high levels of attendance, commitment to learning and enthusiastic contributions in lessons all lead to the achievement of high standards.
12. The Students as Researchers programme that has been functioning since 1996 exemplifies the school's commitment to the students' personal development. A group of students (currently 90) is involved in projects such as 'digital technology' and 'the impact of industry links', the results of which are used to inform school developments.
13. The school actively encourages students to become active partners in their learning and

has a number of projects that involves students and teachers in research into effective teaching and learning strategies. The school councils provide good opportunities for students to participate in the school's development and promote awareness of themselves as citizens.

Teaching is very good.

14. During the inspection ninety-nine percent of lessons were satisfactory or better. Thirty-nine per cent of lessons were very good or excellent.. Almost all teaching observed was at least satisfactory. Students learn quickly at Sharnbrook because teachers' plan their lessons well and have high expectations of what students will achieve
15. A central feature of the school's development planning is to improve still further the quality of teaching. Almost all teachers are involved in research projects which focus on improving aspects of teaching and learning in the school. Through their involvement in these projects, teachers constantly reflect on their practice and make adjustments to improve.
16. Teachers choose tasks and activities that motivate students and are appropriately challenging for the individuals in the class. There is good use made of resources such as computer programmes, the internet and video, as well as good quality written resources. Good examples were seen in an art and design lesson, where students were being taught to manipulate images with an advanced computer programme, in a Year 11 science lesson using the internet to research some aspects of biology, and in Year 10 use of a modelling programme to look at photosynthesis.
17. The way teachers set deadlines for completing tasks in lessons helps keep up the pace of learning. Typically, lessons consist of a range of activities leading to a good, well structured ending where students review the work learnt. Some teachers could improve on this aspect.
18. Teaching also has a strong focus on extending students' thinking. For example, the school has been using the Cognitive Acceleration through Science Education (CASE) programme for a number of years to good effect. The techniques employed in the programme have been used in other lessons so that the majority of lessons in science require students to apply knowledge to new situations and also to reflect on their learning. There have been similar developments in English, mathematics and geography.
19. Teachers are good at using discussion within groups of students to extend their skills and understanding.
20. Students receive very good feedback from teachers during lessons. They are made aware of how well they are doing and how they can improve. Marking of books is less good, however, and although work is regularly marked, there is often little written record of targets for improvement.
21. A particular strength is the use teachers make of questioning to provoke thought and test out students' understanding. The effectiveness of teachers' questioning is largely based on teachers' good knowledge and understanding of their subjects and their skill in translating these into worthwhile learning opportunities for students. Many teachers inspire students to take an interest in the work they are doing by the enthusiasm they have for their subjects.

The opportunities for students in the sixth form are outstanding.

22. The sixth form is large and the number and range of subjects offered is extensive. The school has embraced the changing aspects of the sixth form and currently all Year 12 students are studying four subjects and, additionally, a general studies qualification. The school provides vocational A levels and GNVQ programmes as alternatives to the more traditional subjects. All students have the opportunity to take part in a choice of a wide range of sporting activities, and the programme for social and health education is good.
23. Students value the support that they receive from tutors and apply themselves to study. There is a real buzz of excitement in the sixth form centre, with students attending lessons promptly and general showing positive attitudes. There is a very good careers guidance, and students benefit from the good contacts established with universities
24. The facilities are very good. There is a purpose-built, sixth form centre which has a well equipped resource centre, good quality teaching rooms and lecture theatres, as well as a common room in which to relax.

The school provides for very good social and moral development.

25. Relationships between all members of the school community are very good. The co-operative working relationships between staff set good examples to students who observe that good humour and mutual support are attitudes to which they should aspire. Most lessons encourage students to work in small groups: teachers assist and promote a good working environment through well-timed interventions that ensure that all students collaborate effectively. There are good opportunities for students to work with academics from universities in the students as researchers programme, and with people from industry in the vocational options.
26. Students are presented with a range of moral issues to consider through most subjects of the curriculum but, in particular, in time allotted to a unique subject called ethic, theology and citizenship (ETC). This subject brings together religious education, citizenship and personal and social education. Students take a very mature attitude to the debate of issues such as genetic engineering, drugs abuse, the environment and religious tolerance.

The curriculum provides very good opportunities for gifted and talented students and other students with individual needs.

27. The teaching of high attaining students is very good; they make good progress in lessons. The strong emphasis on independent learning and on developing thinking skills enables these students to extend themselves. Opportunities for extended curriculum and early entry for examinations are negotiated on an individual basis. There is provision within the options offered at age fourteen for students to focus on their curriculum areas of particular strength.
28. Students are given very good opportunities to develop their talents in music, dance and drama through performance in shows and concerts throughout the year. The standard of work is high. Talented students benefit from the facilities offered through the school's media arts status.
29. There are very effective ways to ensure the inclusion of all students in the life of the school. Modifications to the curriculum for individuals are properly discussed with parents, and decisions are taken in the best interests of the student. For example, some

students are studying fewer subjects at GCSE; they have, instead, lessons that help them to develop better learning skills. Some students who might otherwise have failed to attend school spend some of their time experiencing work or following courses at a local college.

30. Recently, the school has developed a study support centre. The purpose of this centre is to help a range of students to take part more fully in school life. Students at risk of exclusion, and those who are returning to school following exclusion are helped to continue with their studies and to reintegrate into the normal classroom. The centre also supports students experiencing emotional problems or temporary difficulties that affect their learning in school. Students are responding very positively to this.
31. The school provides for vocational courses at age fourteen and in the sixth form. The courses are offered at different levels to suit the range of students who would prefer these courses of study.

The school cares extremely well for its students

32. Tutors and teachers know their students well. There is a general understanding that students have a range of different approaches to learning, and programmes of work in many subjects take account of this when planning their activities.
33. Students' progress is closely monitored; this is a contributory factor to the good standards attained. Students are aware of the grades they should be able to attain based on their past performance and other measures such as cognitive ability tests (CATs). Each term, the standard of students' work is assessed. Form tutors are responsible for checking that students are progressing satisfactorily towards their target grade. Parents are informed of these assessments and tutors have time to interview students to help them to make better progress or reward them for good work. Performance in homework and behaviour are also monitored.
34. Students who have statements of special educational need receive good support and make good progress. The provision is effectively led and managed and students are fully integrated into school. Other students who require support in lessons are well served by committed, learning support assistants. The school could enhance this provision by providing support in more areas of the curriculum.
35. There are very efficient and effective systems for ensuring that students are kept safe whilst in the care of the school.

The school is very good at long term planning and managing its finances.

36. The school plans very well for the future. Very good strategic planning has anticipated and promoted the growth of the school, particularly the sixth form. It is in a strong position to meet new challenges that are presented by the alteration of funding of the sixth form. The school has made very good use of government and other initiatives and has grabbed opportunities to enhance the learning environment and facilities.
37. Decisions are made with due regard to best value. There are good tendering arrangements and the school strives to get good value for money from all its financial outlay. Further to that, however, the school has made good decisions based on the value provided by developments to the students and the whole community. The extensive range of building projects has been managed well. The financial systems are secure and all persons responsible for budgets are kept well informed. Resources have been

managed very well and the wide ange of the curriculum offered is a product of this.

WHAT COULD BE IMPROVED

Whilst English results are well above national averages at age sixteen, students could achieve even higher standards in English Language.

38. The focus of almost all English lessons observed was on English literature. The quality of teaching and learning was always at least satisfactory and mostly good or better.
39. Attainment in English language GCSE is below that in English literature. Also the proportion of students attaining the highest grades A* and A is significantly below that found nationally. The results in English language A level are below average.
40. The school and the English teachers are aware of a need to improve on the attainment of pupils in English language; consequently there is a suitable development plan within the English department to tackle this. The current schemes of work do not have a sufficient emphasis on the teaching of language, an issue that was raised in the last inspection. The standard of writing is, in general, below that of the other aspects of literacy i.e. reading, speaking and listening. As there is no whole school policy to develop the skills of writing, teachers in subjects other than English cannot contribute in a systematic way to improving this important aspect.

Aspects of the curriculum i.e. time for art and design in Year 9, and uptake of modern foreign languages.

41. At the time of the inspection a significant number of students were not studying a modern foreign language at age fourteen. This is a breach of the statutory requirements. The situation arose because students had been erroneously offered the option to drop the subject. The freeing up of the curriculum 14-16 allows the school, after appropriate consultation with parents and notification to the DfEE, to modify the curricular provision for selected students. Proper procedures were not followed in this instance and most of these students should be studying a modern foreign language.
42. The standards of art and design in the school are high, with a good proportion of students studying the subject as a specialist area in expressive arts GCSE. However, attainment in art and design for a significant group of students in Year 9 is below that in other subjects because of discontinuity in their learning; some students have no art and design teaching for two terms. In Year 9, art and design, music and drama are taught in combination within a subject called expressive arts; students have approximately ten weeks tuition in each of these areas in rotation. Whilst provision for music has been increased since the last inspection, the amount of time for art and design has remained too short.

The quality of reports to parents about students' achievements and what they need to do to improve.

43. Parents receive a report about their child's progress each term. Two of the reports are brief and grade the current standard of the student's work in each subject, compared with the standard that could reasonably be expected based on an assessment of the student's ability. Also indicated is the higher standard that could be achieved, based on the performance of the best students in previous years who have had the same ability score. This system has been a significant development since the last inspection and provides an effective way of tracking the progress of students. Parents are also told about the student's effort in the various subjects of the curriculum. This effort grade, however, is

not firmly based on explicit criteria and there are some inconsistencies in its use by teachers. These reports give very little guidance to parents about what their child needs to do to improve if they are not meeting their potential. Despite the opportunity to meet with teachers following the publication of these reports, some parents feel that the school is not keeping them sufficiently informed.

44. The third report parents receive has written comments from each teacher. The quality of these comments varies, some being very helpful but many having little constructive value. Comments are mostly about attitude and behaviour and do not help parents understand what has been achieved. The targets for improvement are most often too broad to be helpful.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, senior managers and teachers should:

Improve standards in English language at GCSE and at A level and continue their efforts to raise still further the attainment of boys.

Improve the quality of reports sent to parents so that they are better informed about what their child has achieved and what needs to be done in order to make further progress.

Ensure that the curriculum offered to students aged 13-16 complies with the statutory requirements by:

- increasing the time for art and design in Year 9; and
- re-establishing modern foreign languages as a part of the core curriculum for pupils aged 14-16.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and students	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	27%	38%	21%	1%		

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	Y9 – Y11	Sixth form
Number of students on the school's roll	1008	512
Number of full-time students eligible for free school meals	54	23

Special educational needs	Y9-Y11	Sixth form
Number of students with statements of special educational needs	26	6
Number of students on the school's special educational needs register	181	6

English as an additional language	No of students
Number of students with English as an additional language	28

Student mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	22
Students who left the school other than at the usual time of leaving	76

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.9	School data	0.1
National comparative data	5.9	National comparative data	0.4

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 students in final year of Key Stage 3 for the latest reporting year	2000	164	173	337

<i>National Curriculum Test/Task Results</i>		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	131	135	137
	Girls	164	149	141
	Total	295	284	278
Percentage of students at NC level 5 or above	School	88 (84)	84 (80)	82 (79)
	National	63 (63)	65 (62)	59 (55)
Percentage of students at NC level 6 or above	School	53 (48)	59 (55)	51 (40)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	117	131	127
	Girls	156	150	149
	Total	273	281	276
Percentage of students at NC level 5 or above	School	81 (86)	84 (83)	82 (82)
	National	64 (64)	66 (64)	62 (60)
Percentage of students at NC level 6 or above	School	46 (52)	51 (65)	47 (43)
	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	148	164	312

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	92	143	146
	Girls	123	162	164
	Total	215	305	310
Percentage of students achieving the standard specified	School	69 (64)	98 (96)	99 (98)
	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.

GCSE results		GCSE point score
Average point score per student	School	49
	National	38.4

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	0	N/a
	National		

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	103	128	231

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	20.9	23.6	22.4	2.1	7.0	4.3
National	17.7	18.6	18.2	2.6	2.9	2.7

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	60	85%
	National		

International Baccalaureate		Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those students who achieved all they studied	School	0	0
	National		[]

Ethnic background of students

	No of students
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	14
Pakistani	2
Bangladeshi	0
Chinese	4
White	961
Any other minority ethnic group	26

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y9-Y13

Total number of qualified teachers (FTE)	67.7
Number of students per qualified teacher	14.9

FTE means full-time equivalent.

Education support staff: Y9– Y13

Total number of education support staff	21
Total aggregate hours worked per week	437

Deployment of teachers: Y9-Y13

Percentage of time teachers spend in contact with classes	74.6%
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Average teaching group size: Y9-Y11

Key Stage 3	22.9
Key Stage 4	21.4

Financial information

Financial year	1999-2000
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	£
Total income	3081160
Total expenditure	2981224
Expenditure per student	3036
Balance brought forward from previous year	168720
Balance carried forward to next year	268656

Results of the survey of parents and carers

Questionnaire return rate

22.7%

Number of questionnaires sent out

1007

Number of questionnaires returned

229

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	53	5	3	0
My child is making good progress in school.	36	55	5	0	4
Behaviour in the school is good.	24	61	5	0	10
My child gets the right amount of work to do at home.	24	58	13	5	0
The teaching is good.	25	62	7	0	6
I am kept well informed about how my child is getting on.	16	51	19	5	9
I would feel comfortable about approaching the school with questions or a problem.	46	47	2	2	3
The school expects my child to work hard and achieve his or her best.	3	31	4	1	1
The school works closely with parents.	17	53	17	4	9
The school is well led and managed.	30	54	4	2	10
The school is helping my child become mature and responsible.	37	50	8	0	5
The school provides an interesting range of activities outside lessons.	36	43	9	2	10