

INSPECTION REPORT

CAMS HILL SCHOOL

FAREHAM

LEA area: HAMPSHIRE

Unique reference number: 116508

Headteacher: David Wilmot

Reporting inspector: Grace Marriott
3674

Dates of inspection: 16th to 18th September 2002

Inspection number: 249190

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Secondary
School category:	Foundation
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Shearwater Avenue Fareham Hampshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr D J Murray
Date of previous inspection:	13 th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cams Hill is a mixed 11-16 comprehensive school in Fareham, Hampshire. It has 1015 pupils on roll, with slightly more boys than girls. The school achieved Beacon School status in 1998 and this was renewed in 2001. Almost all pupils are of white UK or European heritage and no pupils are at an early stage of learning English. Pupils come from a fairly wide range of backgrounds, though most are from advantaged rather than disadvantaged homes and the proportion entitled to free school meals is low. The number of pupils on the register of special educational needs is well below average. The main special needs identified are moderate learning difficulties, dyslexia and emotional and behavioural difficulties. The vast majority of pupils continue in education after they leave school. The school takes pupils with a wide range of attainment, though most pupils who join Year 7 are of average or above average attainment. Staff turnover has been a major concern in the last two years.

HOW GOOD THE SCHOOL IS

Cams Hill is a very successful school with excellent features. The teaching is very good and academic standards are well above average, particularly in terms of GCSE results which have continued to rise. The head teacher, senior management, governors and staff are all strongly committed to providing a high quality education for all pupils. They have set clear and realistic goals and the school is very well led and managed. The school gives good value for money.

What the school does well

- Standards at GCSE are well above the national average. More than eight out of every ten pupils achieved 5 or more A* to C grades in 2002
- The quality of teaching is very good overall
- Pupils have excellent attitudes to work, they behave very well and relationships are excellent at all levels
- The school provides a very wide range of opportunities both in the formal curriculum and through visits to places of interest, workshops and visitors to the school, and extra-curricular activities in sport and the arts
- The school is very well managed at all levels. Staff work very well as a team

What could be improved

- The work in Years 7 to 9 though above average overall, and well above average in some subjects, is not quite as good as the work in Years 10 and 11.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. The improvement since then has been very good. The school has achieved Beacon School Status, Investors in People Award, the Sportsmark and an Outstanding Achievement Award from the Department for Education and Skills (DfES). The trend in results has been upwards with a significant improvement in 2002. There have been major improvements to the facilities for mathematics, science and modern languages and information and communication technology (ICT). The school is currently extending and improving its facilities for physical education, design and technology, science, the library and learning resources. The key issues from the previous report have been dealt with systematically. The curriculum has improved in art, music, religious education and information and communications technology. The school has set itself

the targets of improving the standard of English in Years 7 to 9 and the attainment of boys in modern languages, and increasing the time available for design and technology and ICT in Years 7 to 9.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations. *The point score is based on an A* being worth 8 points, A – 7, B – 6, C – 5, D – 4, E – 3, F – 2, G – 1*
Similar schools means those with a similar proportion of pupils entitled to free school meals

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
GCSE examinations	A	A	A	B	well above average A above average B average C below average D well below average E

The results of national tests taken at the end of Year 9 compare very favourably with national results in mathematics and science and are consistent with those of similar schools. This is mainly because more pupils achieve the higher levels than in most schools. English results are above average, though not as good overall as mathematics and science. Over the last five years girls have outperformed boys in English, whereas in mathematics and science, boys and girls are now doing equally well. Overall pupils are achieving well compared to their starting point, though there is scope for further improvement in English and the school has a rigorous action plan in place to achieve this.

The national comparisons for 2002 are not yet available. In 2001 the GCSE results were very good when compared with all other schools in terms of the proportion of pupils achieving 5 or more A* to C passes and better than similar schools. Pupils are achieving well both in terms of their standard of work when they joined the school and their results in Year 9. The school's results for 2001 were better than the national in English, mathematics and science and almost all other subjects. The 2002 results show a substantial improvement on 2001. Over eight out of every ten pupils achieved 5 or more A* to C passes and the school exceeded its targets by a considerable margin. However the results in English and science improved significantly. About 8 out of every ten pupils achieved a grade C or better pass in mathematics and science, and 9 out of every ten did so in English. Staff have worked hard to raise the achievement of boys, with some success. There was little difference between the results of boys and girls in mathematics, though girls did better in science and English, and much better in French and German. Only in geography and textiles have the recent staffing difficulties had any effect on results. Staff are not complacent about standards and the school has good action plans designed to raise standards in the relatively weaker subjects or where boys are still under-performing.

In the school as a whole, pupils' standards of literacy and numeracy are good. They use the technical vocabulary of subjects well and are confident and articulate. They are confident and competent users of ICT. Pupils with special educational needs achieve well, as do those identified as being gifted or talented.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils expect to do well and are prepared to work hard. They want to succeed.
Behaviour, in and out of classrooms	Pupils behave very well both in lessons and around the building. They can be trusted and use the school facilities with care.
Personal development and	Relationships are excellent at all levels in the school. Pupils treat staff

relationships	and other pupils with respect. They respond well to opportunities to take responsibility.
Attendance	Attendance is much better than in most schools and there is very little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	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 teaching seen was very good overall, with a high degree of consistency across subjects and year groups. No lessons were less than satisfactory. This is an improvement overall on the last inspection. Teachers are knowledgeable about their subjects. They plan the work carefully to provide sharply focused activities which enable pupils to make good, and often very good, progress. Resources are used very effectively to support learning. The support and guidance for pupils taking GCSE courses is particularly good. Pupils are given very clear advice on the requirements of the various subjects and on how to achieve to the best of their ability. Pupils were appreciative of the amount of time staff are willing to give to help them. The evidence from pupils' books indicates that the teaching in Years 10 and 11 has been consistently good. Marking is rigorous and constructive, pupils are expected to work hard and almost all do. Staff, including senior managers, provide good mentoring for pupils who are regarded as at risk of underachieving. The evidence from the inspection is that the recent appointment of experienced, permanent staff means that the teaching in Years 7 to 9 is now as good as the teaching of the older pupils. The effect of the recruitment difficulties can be seen in the work from previous year which indicated that teaching was not as consistently good as in Years 10 and 11. This showed in less effective marking of work and the less regular setting of homework. Pupils were not always given enough guidance on how to improve their work.

The support for pupils with special educational needs is very good. Teachers receive good information about individual needs and they know their pupils well. This enables them to provide good support in lessons. Teachers are also aware of the needs of those pupils on the 'able child' register and in general provide suitably challenging work, though the senior managers are aware that this could be further extended in Years 7 to 9. Literacy and numeracy skills are being well developed across the curriculum and teachers are making at least satisfactory, and often very effective, use of ICT.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and provides a very good range of opportunities both in terms of subjects offered and other activities.
Provision for pupils with special educational needs	The support provided is very good. Staff are very aware of pupils' needs and provide well targeted support.
Provision for pupils with English as an additional language	No pupils are at an early stage of learning English. The few who have English as an additional language are well catered for in mainstream lessons
Provision for pupils' personal, including spiritual, moral, social	Very good overall. The provision for moral social and cultural development is very good and for spiritual development it is good.

and cultural development	
How well the school cares for its pupils	Very good. The school responds to individual needs and monitors pupils' academic progress and personal development very well.

Higher attaining pupils are catered for in Years 7 to 9 by the provision of a second modern language and Latin, as well as through some extension and enrichment activities. The provision in Years 10 and 11 is more extensive through the separate sciences and the opportunity to take both mathematics and statistics. The school provides a very wide range of activities for pupils including visits to galleries, museums, theatres, residential trips both in this country and through exchange visits to France, Germany and Spain, an annual ski trip and an expedition to Morocco every other year. Pupils taking Latin have the opportunity to visit Rome. Dance, drama and music feature strongly in extra-curricular activities and a high proportion of pupils also take part in the many sporting activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The quality of leadership is very good at all levels and the school is very well managed. The head teacher's vision for the school is strongly supported by staff and governors.
How well the governors fulfil their responsibilities	The governors are knowledgeable, well informed and very effectively involved in both monitoring the work of the school and planning for the future.
The school's evaluation of its performance	The school evaluates its work very thoroughly and makes a wide range of data available to staff. It is used best in Years 10 and 11.
The strategic use of resources	Excellent. The school works hard to use resources to maximum effect to support the education of the pupils.

At a time of serious staffing difficulty which was beyond its control, the school made maintaining the quality of teaching and learning in Years 10 and 11 the top priority. The examination results in 2002 show the success of this strategy, with more pupils achieving 5 A* to C passes than in any previous year. However as a consequence, there were more changes for Years 7 to 9 than there were for older pupils which has had some effect on the quality of education in Years 7 to 9 in the areas of homework and communication with parents. The school is now fully staffed and the recent appointments should help to overcome rapidly the effect of any disruption.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations • The teaching is good • Their children make good progress • The school helps their children to become mature and responsible 	<ul style="list-style-type: none"> • The information about their children's progress • How closely the school works with parents • Homework

Most parents are supportive of the school and the inspection findings support their positive views. A minority of parents do not feel that the school works closely with them and do not feel well informed. The inspection team, however, felt that the school provides a wide range of good information and the regular reports and meetings fully meet requirements. At the parents' meeting many parents,

particularly those of younger pupils were very concerned about the effect of staff turnover on their children's education. The school shared the parents' concern and staff made strenuous efforts to minimise the impact of any changes. The head teacher and senior management have worked very hard to recruit well qualified and experienced staff to ensure good teaching in all years.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

•Standards at GCSE are well above the national average. More than eight out of every ten pupils achieved 5 or more A* to C grades in 2002

1. GCSE results in 2001 were well above the national average in terms of the proportion of pupils achieving 5 or more A* to C passes and in terms of the point score. They were also good when compared with schools having a similar proportion of pupils entitled to free school meals. Just over seven out of every ten pupils achieved 5 or more A* to C passes This means that a very high proportion of pupils left with qualifications which enabled them to go straight to advanced academic or vocational study. Pupils achieved well both in terms of their standard of work when they joined the school and their results at the end of Year 9. The school's results for 2001 were better than the national results in English, mathematics and science and almost all other subjects. No subjects were worse than the national results.
2. The school exceeded the targets set for 2002 by a considerable margin and the results show a substantial improvement over 2001 with over eight out of every ten pupils achieving 5 or more A* to C passes. The national comparisons for 2002 are not yet available, however, the results in English and science improved significantly. Nine out of every ten pupils achieved a grade C or better pass in English, and about eight out of every ten did so in mathematics and science. Staff have worked hard to raise the achievement of boys, with some success. There was little difference between the results of boys and girls in mathematics, though girls did better in science. In French and German the gap between boys and girls is wide. Only in geography and textiles have the recent staffing difficulties had any significant effect on results, which were not as good as in previous years. The staff are not complacent about standards and they are implementing good action plans designed to raise standards in the relatively weaker subjects, or where boys are still under-performing compared with the girls.
3. In the school as a whole, pupils' standards of literacy are good. They generally write accurate English using the technical vocabulary of subjects well. They are confident and articulate, explaining their ideas well using a good range of vocabulary. Competence in numeracy is similarly secure and pupils use their skills in a range of other subjects. They are also confident and competent users of ICT across the curriculum, though opportunities for them to use ICT are not always developed as fully as they might be.
4. Pupils on the special educational needs register are very well supported which enables them to achieve well relative to the targets on their individual education plans. They leave school with appropriate qualifications. Every pupil achieved 5 or more A* to G passes and few left without at least one higher grade pass (A* to C). Similarly pupils on the 'able child' register are encouraged to work to a high level, particularly in Years 10 and 11. 20% of the 2001 results were graded A* or A compared with 12% nationally and the proportion of pupils achieving an A* was better than the national average in biology, chemistry, physics, history, mathematics, and French.

The quality of teaching is very good overall

5. The teaching seen was very good overall with a high degree of consistency across subjects and year groups. More than eight out of ten lessons were good or very good and no lessons were less than satisfactory. This is an improvement overall on the last inspection. Teachers are almost all

subject specialists and the very few who are not specialists have had appropriate training and experience. Teachers are knowledgeable and want to impart their own enthusiasm for their subjects to their pupils.

6. Lesson planning is very good. Activities are sharply focused and clearly explained which enables pupils to make good and often very good progress in lessons. In a very good mathematics lesson in Year 11 the tasks were open-ended and challenging and the teacher used an inter-active whiteboard very effectively to explain and demonstrate. Resources are used very effectively to support learning. In a Year 10 ICT lesson the pupils were learning how to use CAD/CAM equipment effectively and were already working at an above average level.
7. The support and guidance for pupils taking GCSE courses is particularly good. Pupils are given very clear advice on the requirements of the various subjects and on how to achieve to the best of their ability. The evidence from pupils' books and their course work indicates that the teaching in Years 10 and 11 has been consistently good. Marking is rigorous and constructive, pupils are expected to work hard and almost all do. During Year 10, challenging targets are discussed and set with all pupils. Subject staff and tutors monitor progress carefully and pupils who are regarded as at risk of underachieving are identified early. Staff, including the senior management team, provide good mentoring for them.
8. The evidence from the inspection is that the recent appointment of experienced, permanent staff means that the teaching in Years 7 to 9 is now as good as the teaching of the older pupils. For example in a Year 9 English lesson on narrative writing, the teacher's very good introduction built on previous work and gave pupils the skills to apply what they were learning to their own writing. Similarly in Year 7, in a very good French lesson the teacher's skilful questioning encouraged pupils to speak confidently and learn a good range of vocabulary.
9. The support for pupils with special educational needs is very good. Teachers receive good information about individual needs and they know their pupils well. This enables them to provide good support in lessons. Teachers are also aware of the needs of those pupils on the able child register and in general provide suitably challenging work, though the senior managers are aware that this could be further extended in Years 7 to 9. Literacy and numeracy skills are being well developed across the curriculum and teachers are making at least satisfactory, and often very effective, use of ICT.
- **Pupils have excellent attitudes to work, they behave very well and relationships are excellent at all levels**
10. The standards reported in the previous inspection have clearly been maintained. Pupils are keen to succeed and have high expectations for what they can achieve. They are prepared to work hard, particularly as they reach Years 10 and 11. They want to get as much as they can out of their school career and a high proportion of pupils take part in school activities. Relationships are excellent at all levels in the school. Pupils get on well together, which is a significant factor in the good quality of everyday life in the school. They respond very well to the positive example set by adults and the school is a civilised place in which to work. Pupils and staff treat each other with respect. Pupils listen well to each other and to their teachers and in most lessons they are prepared to contribute their own ideas. They usually work well together in pairs or groups, whether or not they are with their friends. Pupils were appreciative of the amount of time staff are willing to give to help them.

11. Pupils behave very well both in lessons and around the building. There is comparatively little litter around the building or grounds and vandalism or graffiti are rare. Pupils can be trusted to use their classrooms at break and lunch times and to treat school facilities with care. Bullying was not regarded as an issue and pupils were confident that if it occurred it would be dealt with quickly. Pupils respond well to opportunities to take responsibility in their tutor groups as well as through the school council or as prefects in Year 11. Attendance is much better than in most schools and there is very little unauthorised absence
- **The school provides a very wide range of opportunities both in the formal curriculum and through visits to places of interest, workshops and visitors to the school, and extra-curricular activities in sport and the arts**
12. The curriculum is broad, balanced and provides a very good range of opportunities both in terms of subjects offered and other activities. The support provided is very good. Staff are very aware of pupils' needs and provide well targeted support. No pupils are at an early stage of learning English and the few who have English as an additional language are well catered for in mainstream lessons. The provision for moral social and cultural development is very good and for spiritual development it is good. The school responds well to individual needs and monitors pupils' academic progress and personal development very well.
13. The curriculum in Years 7 to 9 covers all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education. It is extended by the provision of a second modern language and Latin and this year the school has introduced a vocational GCSE ICT course into Year 10. In Years 10 and 11 the curriculum is broad and almost all pupils continue to study a modern foreign language, either art, music or drama, a humanities subject and a design and technology subject but the curriculum may be modified to suit individual need. For example some pupils may take two arts subjects, others may have additional literacy support. The higher achieving pupils have the opportunity to take biology, chemistry and physics as separate subjects and to take both mathematics and statistics. More able mathematicians take GCSE a year early and study for AS mathematics in Year 11.
14. The school provides a very wide range of activities for pupils including visits to galleries, museums, and theatres. There are residential visits in Year 8 and Year 10 and exchange visits to France, Germany and Spain. Pupils taking Latin have the opportunity to visit Rome. Field trips are part of the work in science, geography and history. Other activities include Young Enterprise, an annual ski trip, team leadership activities at Calshot in Year 10 and a World Challenge expedition to Morocco every other year.
15. Dance, drama and music feature strongly in extra-curricular activities. A 'Day of Dance' is held each year for Years 7 and 8. Around 300 pupils have instrumental music lessons and there are opportunities to sing in choirs, play in a variety of instrumental groups and take part in school productions. Destinations for the annual tour by the Band have included Holland, Germany, Austria and Majorca. A high proportion of pupils also take part in the many sporting activities. The school runs a range of clubs and has competitive teams in rugby, netball, basketball, athletics, tennis, hockey, basketball and cricket.
- **The school is very well managed at all levels. Staff work very well as a team.**
16. The quality of leadership is very good at all levels and the school is very well managed. The head teacher's vision for the school which is a 'centre of excellence' in all aspects of its work is fully supported by the senior management team, staff and governors, and there is a strong sense of

teamwork. The school is not complacent and staff and governors share a commitment to sustaining and improving the quality of education provided. Everyone is prepared to work hard to use resources to maximum effect and develop the facilities to support the education of the pupils.

17. Strategic planning is strong and clearly focused on providing the quality of teaching, curriculum and facilities which will enable the pupils to achieve to the best of their ability and promote their all-round development. Targets are ambitious but achievable. Since the last inspection, academic standards have risen and there have been significant improvements to the facilities. The achievement of Beacon School status, Investors in People, a DfES outstanding school award and the Sportsmark all indicate the school's continuing success. The governors are knowledgeable, well informed, and very effectively involved in both monitoring the work of the school and planning for the future.
18. Whole school planning is translated into effective departmental action plans. Staff with middle management roles know what is expected of them and are appreciative of the support they receive. Where difficult issues arise, for example over test or examination results, senior managers are challenging, but also very supportive with both time and resources.
19. The school has gone through a period of very considerable staffing difficulty in the last two years for reasons beyond its control. The senior managers and staff worked very hard to manage the situation without damage to the pupils' education, giving top priority to maintaining the quality of teaching and learning in Years 10 and 11. The examination results in 2002 show that they were very successful in this, as more pupils achieved 5 or more A* to C passes than any previous year. However, this resulted in more changes overall for Years 7 to 9 than there were for older pupils. Despite the school's strenuous efforts to minimise the impact of staff changes, these have had some effect on the quality of education in Years 7 to 9. The head teacher and senior staff worked very hard to ensure that the school is now fully staffed. They have successfully recruited enough well qualified and experienced staff to ensure good teaching in all years in the school. The effect of any disruption should be rapidly overcome.
20. The school evaluates its work very thoroughly and staff have access to a wide range of data on the performance and potential of the pupils. They use it particularly well in Years 10 and 11, both when working with individuals and when setting targets for subjects and the whole school. Its use in Years 7 to 9 is not yet as consistent.

WHAT COULD BE IMPROVED

- **The work in Years 7 to 9 though above average overall, and well above average in some subjects, is not quite as good as the work in Years 10 and 11.**
21. Overall, pupils are achieving well compared to their starting point and the quality of work in Years 7 to 9 is mostly good, though in some respects is showing the effect of the staffing difficulties of the last year. The inspection team did not, however, find evidence of any significant underachievement overall, though some individual pupils might not have made as much progress as they could have done. The Year 9 test results for 2002 were actually slightly better in English and mathematics than they had been in 2001 in terms of the proportion of pupils achieving Level 5 or better. The results in science were maintained at the previous level. In all three subjects the results were above or well above the national average. In all three subjects the proportion of pupils achieving the higher levels (Levels 7 and 8) is better than in schools nationally. In general girls are doing better than boys in English, by a similar amount to the national difference. There is little difference between girls and boys in mathematics and science, as is the case nationally.

22. There was no difference in the quality of teaching seen in the different year groups and the good quality of current teaching suggests that previous difficulties should not have a long-term effect. However, the effect of staff turnover can be seen in the work from the previous year which indicated the expectations some teachers had of pupils were not as high as they are now. The school is aware that the setting of homework and the marking of work were not always consistent with school policy. Established staff continued to mark work regularly but in general, the marking was not as rigorous as it was in Years 10 and 11. Where there had been particular difficulties, the quantity of work was not as great, the setting of homework and the use of homework diaries were more erratic than the school usually expects. The diaries were less effective than they should have been as a means of keeping parents informed. Expectations for the presentation of work have not been applied as consistently and some work, particularly of boys, did not show the same care and attention that the work of older pupils did. The school is also aware that there are more opportunities for pupils on the 'able child' register once they reach Year 10 and is taking steps to remedy this situation. These difficulties have resulted in a minority of parents feeling that they have been less well informed than they should have been and that their children have underachieved.
23. There are also some differences between the core subjects. The school's own evaluation of its work has identified scope for further improvement to standards in English and a suitably rigorous action plan has been put into place. English results have been less consistent than the mathematics and science results overall, though always above the national average and in some years, well above average. In most recent years a very high proportion of pupils did as well or better in English as might have been expected from their attainment in Year 6, but in other years the proportion was significantly lower. When compared with similar schools, pupils have generally done better in mathematics and science than they have in English. This is, however, virtually the reverse of the situation in Year 11 where in recent years more pupils have achieved a Grade C or better pass in English than in either mathematics or science and the English results have been well above the national average.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards even further, the head teacher staff and governors should take steps to ensure that expectations are as consistently high in Years 7 to 9 as they are in Years 10 and 11 by:

- 1) Implementing the existing action plan designed to raise standards in English. *Paragraph 23*
- 2) Ensuring that homework is set and marked regularly in accordance with the school policy. *Paragraph 22*
- 3) Ensuring that the rigorous approach to marking and the presentation of work evident in Years 10 and 11 is used in Years 7 to 9. *Paragraph 22*
- 4) Improving the use of the pupils' diary as a means of communication with parents. *Paragraph 22*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	28	9	0	0	0
Percentage	0	24	58	18	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1015
Number of full-time pupils known to be eligible for free school meals	17

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.3
National comparative data	8.1

Unauthorised absence

	%
School data	0.1
National comparative data	1.1

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

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2001	119	90	209

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	75	99	104
	Girls	73	71	73
	Total	148	170	177
Percentage of pupils at NC level 5 or above	School	71 (89)	81 (83)	86 (88)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	37 (56)	58 (60)	48 (47)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	75	99	104
	Girls	71	71	73
	Total	146	170	177
Percentage of pupils at NC level 5 or above	School	70 (81)	81 (83)	86 (88)
	National	65 (64)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	39 (48)	58 (60)	48 (47)
	National	31 (31)	43 (42)	34 (30)

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

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	108	68	176

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	78	108	108
	Girls	49	68	68
	Total	127	176	176
Percentage of pupils achieving the standard specified	School	72 (68)	100 (98)	100 (99)
	National	48 (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	49.6 ()
	National	39.0 ()

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	School	0	n/a

the percentage of those pupils who achieved all those they studied

National

n/a

Exclusions in the last school year

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1000	105	2
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	13	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The 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 11

Total number of qualified teachers (FTE)	57.15
Number of pupils per qualified teacher	17.76

Education support staff: Y7 – Y11

Total number of education support staff	10
Total aggregate hours worked per week	167

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	75
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Average teaching group size: Y7 – Y 11

Key Stage 3	29.17
Key Stage 4	22.52

Financial information

Financial year	Apr 2001- Mar 2002
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	£
Total income	2,970,355
Total expenditure	2,941,479
Expenditure per pupil	£2900
Balance brought forward from previous year	122,070
Balance carried forward to next year	150,946

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	34
Number of teachers appointed to the school during the last two years	35
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1015
Number of questionnaires returned	251

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	25	60	12	2	1
My child is making good progress in school.	33	54	4	2	6
Behaviour in the school is good.	20	58	10	4	8
My child gets the right amount of work to do at home.	19	51	19	6	6
The teaching is good.	24	59	19	6	6
I am kept well informed about how my child is getting on.	21	44	23	7	5
I would feel comfortable about approaching the school with questions or a problem.	40	46	9	2	3
The school expects my child to work hard and achieve his or her best.	60	34	3	1	2
The school works closely with parents.	22	45	23	5	5
The school is well led and managed.	32	45	10	5	7
The school is helping my child become mature and responsible.	33	52	6	2	7
The school provides an interesting range of activities outside lessons.	21	48	15	3	13

Other issues raised by parents

At the parents' meeting many parents, particularly those of pupils in Years 7 to 9, were very concerned about the effect of staff turnover on their children's education.