

INSPECTION REPORT

THE WARWICK SCHOOL

Redhill, Surrey

LEA area: Surrey

Unique reference number: 125268

Headteacher: Mrs P D Perry

Reporting inspector: Mrs J Greenfield
7070

Dates of inspection: 13th – 15th January 2003

Inspection number: 249253

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	The Warwick School Noke Drive Redhill Surrey
Postcode:	RH1 4AD
Telephone number:	(01737) 764356
Fax number:	(01737) 770007
Appropriate authority:	The governing body
Name of chair of governors:	Professor E Shannon
Date of previous inspection:	19 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
007070	Mrs J Greenfield	Registered inspector
014756	Mr J Lovell	Lay inspector
020709	Mr D MacIldowie	Team inspector
004617	Mrs R Fox	Team inspector
020243	Dr D Benstock	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9 - 16
WHAT COULD BE IMPROVED	16 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Warwick School is a mixed comprehensive school for pupils aged 11- 16 and is about the same size as other secondary schools. Numbers have increased since the last inspection and the school now has 1008 pupils on roll. There are many more boys than girls and the school population is generally stable. Pupils' attainment on entry is close to the average, although it varies considerably from year to year. Pupils come from a range of social and economic backgrounds, which provides a balanced mix within the school. The proportion of pupils eligible for free school meals is broadly average. About ten per cent of pupils are from minority ethnic heritages, mainly Pakistani, Black-African, Bangladeshi, Indian and Chinese. The proportion of pupils with English as an additional language is lower than the national average and two pupils receive additional support in learning English. There are two Refugee pupils and two Traveller pupils. One hundred and ninety-nine pupils have special educational needs, which as a proportion of the school population is broadly average. Of these, 1.9 per cent has a statement of special educational need, which is also broadly average. The range of special needs include specific and moderate learning difficulties, behavioural difficulties, physical disabilities and autism. Six out of seven pupils continue with their education after they leave the school. The school has experienced a considerable turnover of staff in the past two years and, in common with other schools in the area, has found it difficult to recruit teachers. It has been able to maintain its staffing levels through the appointment of a number of graduate teachers from overseas and others on short-term contracts. The school is a Specialist Technology College and has gained a number of awards, including Artsmark, Sportsmark, Chartermark and Investor in People.

HOW GOOD THE SCHOOL IS

The Warwick School is a good school with many very good features. Pupils achieve very well in National Curriculum tests and GCSE examinations when account is taken of their attainment on entry to the school. Pupils' attitudes to the school and to their work are very positive. The very good relationships between pupils themselves and with their teachers, together with the good quality of most of the teaching, enable pupils to make good progress. The headteacher, with the strong support of the governing body and senior staff, leads the school extremely well and ensures that it is managed effectively. There is a clear focus on improving standards and ensuring that the needs of all pupils are catered for. The school provides good value for money.

What the school does well

- Pupils consistently achieve very well in national tests and GCSE examinations when account is taken of their attainment on entry to the school.
- The headteacher, with the strong support of senior staff and the governing body, leads the school extremely well and ensures a clear focus on school improvement and the achievement of high standards.
- The school creates a positive climate for learning that enables pupils to develop very positive attitudes to work, good levels of behaviour and very good relationships.
- The good quality of the teaching ensures that pupils make good progress and achieve well.
- The quality and range of the learning opportunities provided by the school, supported by the very good links forged with the community and partner schools, enhance and extend the pupils' experiences.

What could be improved

- Pupils do not achieve as well as they could in modern foreign languages, particularly in French.
- Subject departments do not use assessment data systematically enough to monitor progress, set targets and inform curriculum planning.
- The arrangements for active tutorial work, including teaching approaches and the links between citizenship, personal and social education and active tutorial work, are not clear enough, especially at Key Stage 4.
- Statutory requirements for a daily act of collective worship are not met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school's last inspection in May 1997, standards have improved and, other than in 2002 when they were broadly average, have been well above the national figures consistently. A higher proportion of the teaching is now very good and sometimes excellent. Good progress has been made in improving the range of teaching methods to meet the needs of lower attaining pupils more effectively in English, mathematics and history and in ensuring that the requirement for religious education for all pupils in Years 10 and 11 is met. Satisfactory progress has been made in allocating sufficient time for active tutorial work although some weaknesses remain in the way this time is organised. The school does not meet the requirements for a daily act of collective worship for its pupils. Overall, the school has made good progress since the last inspection and has shown that it has a good capacity to improve still further.

STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
GCSE examinations	A	A	C	C

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

The school does well for its pupils by the end of Year 11. Since the last inspection, standards have improved. In the national tests at the end of Year 9 in 2002, the results were in line with the national average in English and above average in mathematics and science and for all three subjects together. When compared with those in similar schools, the results were above average and were well above average when account is taken of the pupils' attainment on entry to the school. Standards have improved over the past five years in line with the national trend. Overall, pupils' current work is in line with national expectations in nearly all subjects and is above the standard expected nationally in mathematics, science and art and design. Standards in modern foreign languages are slightly below the nationally expected standard. Since 1998, the school's GCSE results have consistently been well above average, other than in 2002 when they were in line with the national average and with the average for pupils in similar schools. When account is taken of their earlier attainment, these pupils achieved very well. All but one pupil gained five or more grades A*-G and the school's performance on this criterion and at one or more grades A*-G was very high in relation to the national figures. The best results in 2002 were in art and design, which were significantly above the national average, and in mathematics, science, geography and child development, which were above average. The weakest results were in design and technology, English language and literature, and modern foreign languages, which were significantly below the national averages. Pupils are achieving well in mathematics, science, art and design, with the higher attaining pupils doing particularly well, and standards in these subjects are above national expectations. In other subjects, pupils are achieving as expected. Standards in English language and literature and in design and technology are in line with the average, showing an improvement over the GCSE results in 2002. In modern foreign languages, standards have improved and in German they are now in line with national expectations but remain below average in French. Throughout the school, pupils with special educational needs or in the early stages of learning English make good progress and achieve well. The school's targets, which were very challenging, were not met in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school and to their work are very good. They are prepared to work hard and are keen to do well.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is good, even in crowded places and when they are not directly supervised.
Personal development and relationships	Pupils work well with each other and show pleasure in the success of others. Relationships between pupils and with their teachers are mostly very positive and cordial. Pupils respond very well to the school's expectations that they take responsibility for their own actions.
Attendance	Attendance is well above the national average. The rate of unauthorised absence is below the national average.

Pupils' enthusiasm and commitment to achieving well create a positive, respectful and harmonious environment for learning. There is a strong sense of community within the school, within which all pupils, irrespective of their background, culture or attainment, are fully involved. A small number of pupils do not behave as well as they might.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	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.

The teaching is good overall throughout the school, with many examples of very good and sometimes excellent teaching in a number of subjects. In two lessons, the teaching was unsatisfactory, mainly the result of unclear expectations of pupils' response and insufficient challenge in the work. The teaching of lower attaining pupils and pupils with special educational needs has improved since the last inspection and is good, enabling them to make good progress. The teaching in English, mathematics and science is good overall, and it is also good in geography, history, religious education, business studies and information and communication technology (ICT). It is very good in art and design. In other subjects, the teaching is satisfactory. Teachers use their subject expertise well to plan interesting and challenging activities to meet the needs of their classes and use a variety of teaching approaches, including some very good use of questioning, to help pupils learn and keep them interested and motivated. In most instances, pupils respond to these approaches in very positive ways. They try very hard to do their best and to improve, and in the majority of lessons make good progress. The school's arrangements for grouping pupils enable pupils of all levels of attainment to learn effectively, especially the higher attainers. The Key Stage 3 strategy is being implemented well. In a few lessons, even though the teaching is satisfactory overall, the planning does not identify clearly enough the learning intentions of the lesson. As a result, pupils are unsure about the purposes of the lesson or how well they are doing. Literacy and numeracy are taught effectively. Teachers make very good use of ICT and other technology to support teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils study a good range of subjects in Years 7 – 11 and the curriculum meets the needs of pupils well. Extra-curricular activities and enrichment opportunities are extensive.
Provision for pupils with special educational needs	The identification of needs and planning are thorough and very effective. Pupils receive good support, which enables them to make good progress and achieve well.
Provision for pupils with English as an additional language	The small numbers of pupils learning English as an additional language receive good support and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes very good provision for pupils' social development and good provision for their spiritual, moral and cultural development. Pupils are given good opportunities to exercise responsibility from an early age.
How well the school cares for its pupils	The school works very hard to include and support all of its pupils. It has very good systems for ensuring high standards of behaviour and attendance and for monitoring and supporting pupils' personal development and academic progress.

The school has a strong commitment to ensuring that all pupils have equality of opportunity and makes every effort to meet their needs. The timetabling of active tutorial work and the relationship between citizenship and personal, social and health education are not as effective as they might be, especially in Years 10 and 11. Good links have been established with parents. The school's links with the community, which benefit pupils' academic and personal development, are very good as are its relationships with its partner primary schools and the two local colleges.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership, combining vision and rigour with a reflective approach that allows established ways of working to be questioned and improved. This sets high expectations for staff and pupils. She is supported well by senior staff. The leadership of subjects is good overall.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well although it does not ensure that all pupils have a daily act of collective worship. Governors are very well informed, which enables them to monitor developments closely and to play a significant part in shaping the school's future.
The school's evaluation of its performance	The school has comprehensive and very thorough systems for monitoring and evaluating its effectiveness, which are well documented. There is a strong commitment to further improvement. Senior managers use performance data well to monitor progress.
The strategic use of resources	Financial planning is closely linked to the school's educational priorities and resources are effectively deployed to benefit pupils. The reasons for the above average carry forward figures are well justified. Where additional funding has been received, the school has used it well for its intended purposes.

Staff are appropriately qualified for the subjects they teach. The school is well resourced and makes every effort to apply the principles of best value in all spending and management decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school's high expectations and the good progress their children make.• The way the school helps pupils to become more mature and responsible.• The quality of leadership and management.• The good standards of teaching.	<ul style="list-style-type: none">• The homework arrangements.• More information about the progress their children are making.• Closer working relationships between the school and parents.

Most parents are very pleased with the school and the education it provides. Inspectors fully support the positive views expressed by parents, both in their responses to the questionnaire and at the Parents' Meeting. They found little evidence to support the concerns expressed by a small number of parents. Homework is used well to support and extend learning in the classroom. The school is actively responding to issues raised by parents and inspectors identified numerous examples where the school involves parents at an early stage where there are concerns and where praise is merited. Parents receive a report on their child's progress each term. The school is reviewing the content of these reports to provide more information to parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils consistently achieve very well in national tests and GCSE examinations when account is taken of their attainment on entry to the school.

1. The school does well for its pupils by the end of Year 11 and the majority of pupils achieve very well when account is taken of their attainment on entry to the school. Although it varies from year to year and is sometimes slightly below average, pupils' attainment on entry is close to the national average. Based on their overall performance in the national tests at the end of Year 6, the attainment of the present Year 7 is slightly below average.

2. Standards in public examinations have risen since the last inspection and, other than in 2002 when they were in line with the national average, the school's results in the GCSE examinations have consistently been well above average overall. Over the same period, the results in the national tests at the end of Year 9 have been above the national averages in most years and were above average in 2001 and 2002. These results reflect the high expectations the school has of its pupils, the pupils' positive response to these expectations, and the school's strong commitment to ensuring a climate for learning that enables all pupils to succeed. The majority of pupils make good progress during their time at school and are achieving higher standards than might be expected of them when account is taken of their earlier attainment. The school did not meet its targets, which were very challenging, in 2002.

3. In the national tests at the end of Year 9 in 2002, the school's results were above the national average overall and in mathematics and science. In English, they were in line with the national average, showing a slight drop over the school's performance in 2001, which was above average. The improvement in the school's overall results over the past five years has been broadly in line with the national trend. When compared with those in similar schools, based on the proportion of pupils eligible for free school meals, the results in 2002 were also above average. On the basis of their attainment on entry to Year 7, the pupils' performance in 2002 showed that they achieved very well, attaining much higher standards than might have been expected.

4. In the GCSE examinations, the school's results in 2002 were in line with the national average, showing a dip in performance over those in previous years which have consistently been well above average since 1998. The results were broadly average at five or more grades A*-C but were very high at five or more grades A*-G. When account is taken of their earlier performance in the national tests at the end of Year 9, the pupils' performance was well above average, indicating that they did far better than might have been expected. When compared with those in similar schools, the results in 2002 were in line with the national average. In 2002, the proportion of pupils gaining grades A*-C was well above average in art and design, and above average in mathematics, science, geography and child development. A higher proportion of pupils than the national average gained the highest grades of A* or A in these subjects and in drama. The results in history were in line with the national averages at both grades A*-C and grades A* and A. In other subjects, the results were below average and in the case of English language and literature, design and technology and French were significantly below average.

5. Both boys and girls performed significantly better in mathematics, science and art and design than in their other subjects; the boys also did so in geography as did the girls in history. Based on the average figure for the last three years, the examination results of both boys and girls have been above their respective national figures.

6. From the work seen, standards by the end of Year 9 and Year 11 are in line with the national expectations in nearly all subjects and are above average in mathematics, science, art and design, and geography. Although they are improving, standards are slightly below the expected level in French in Years 7 – 9 and below the national expectation by the end of Year 11. In English, standards are improving and are now in line with the national expectation, showing an improvement over the school's GCSE examination results in 2002. The school has introduced a range of constructive strategies, which is having a positive impact on raising standards, to enable pupils to attain higher grades in future tests and GCSE

examinations. In design and technology, standards are slowly improving and are now close to the standards expected nationally. Changes in staffing and support from senior staff and an external adviser are helping the drive to raise standards.

7. In the majority of lessons, pupils are making good progress in developing their knowledge, skills and understanding through the good quality of most of the teaching, which challenges and motivates them, their attitudes to work, and the school's grouping arrangements, which enables the work to be more focused to meet the needs of pupils of different levels of attainment. This enables most pupils to achieve well. In addition, pupils receive good support in lessons, both from their teachers and from support staff who work closely together, which helps them to make good progress. This applies particularly to individual groups of pupils, such as those with special educational needs, in the early stages of learning English, or from Traveller families. Teachers have a good understanding of the particular needs of these pupils and are able to provide them with appropriate work. Individual education plans are clear and specific and include suggestions on teaching and learning approaches as well as specific targets. They are used well by the majority of teachers to ensure that the work they provide is appropriate to meet the need of these pupils.

8. The higher attaining pupils are given appropriately demanding work in most subjects and as a result achieve well. In the case of mathematics, pupils are entered for the GCSE examination a year early in Year 10. In 2002, all these pupils attained the highest grades of A* and A. A scrutiny of the work of the higher attaining pupils in Year 11 in mathematics shows that standards are very high for their age and that the work they are undertaking is very challenging, allowing them to apply their knowledge to complex problems. In science, pupils' work shows evidence of considerable depth, for example on chemical equations, as they respond to some very challenging problems. At times, the average attaining pupils are not as well challenged as the lower and higher attaining pupils.

9. Most pupils speak and listen well in class. They benefit from the whole-school approach to literacy, which is well led and managed. Writing is neat and well presented in the main, although the work of some of the boys is not always very legible, especially in English. Pupils are confident users of ICT and use it well to support their learning across the curriculum.

10. Over the past two years, the school has experienced a considerable turnover of teachers and, in common with other schools in the area, has found difficulty in recruiting fully qualified staff, resulting in the appointment of some graduate teachers from overseas and others on short-term contracts. Although new staff are given a comprehensive induction and training programme within the school and considerable professional support, this situation made it more difficult for the school to maintain its standards during the last academic year. This year, the situation is more stable.

11. Most parents believe that their children make good progress at school and are stretched and encouraged to do their best. They consider the school's high expectations to be a key factor in ensuring that pupils achieve well. The evidence from the inspection supports the parents' positive views.

The headteacher, with the strong support of senior staff and the governing body, leads the school extremely well and ensures a clear focus on school improvement and the achievement of high standards.

12. The headteacher's leadership of the school is excellent. She has a very clear view of how the school should develop, and a clear commitment to attaining and maintaining high standards and to ensuring that the needs of all pupils are catered for effectively. She combines qualities of rigour with a reflective approach that allows established ways of working to be questioned and improved, and new developments to be considered and where appropriate implemented. For example, over the last few years the school has achieved specialist technology school status in mathematics, science and technology, gained a number of awards such as Artsmark, Sportsmark, Health Promoting School and Chartermark, as well as Investor in People. Such an approach sets high expectations for staff and pupils and encourages them to do their best. In this task, she is well supported by her senior staff and the governing body. Senior staff have complementary skills, work well as a team and share a commitment to providing a wide range of opportunities for all pupils and to ensuring that they receive an education of high quality. Together, they make a strong contribution to the continued improvement of the school. Senior managers have a good

capacity to reflect critically on aspects of the school's work and show a keen determination to implement changes to make improvements. They provide a good role model for other staff and for pupils. The school is managed very well.

13. The governors have a very clear understanding of the school's strengths and weaknesses and give strong support to ensuring that the provision meets the needs of all pupils. They are fully committed to the school and are highly supportive of the headteacher. The governing body as a whole, and through its committee structure, plays a full part in the strategic management of the school, in helping to shape its priorities and in determining its longer-term direction. This is evident in their decision to expand the current accommodation and to use an external consultant to ensure that the project gives value for money. They set challenging targets for the school. Other than failing to ensure that all pupils participate in a daily act of collective worship, they discharge their legal responsibilities very well. The governing body has approved a comprehensive range of policies, which are regularly reviewed. Governors undertake their monitoring role well, both through their visits to the school, which are reported back to the governing body, and in their work on the governing body's committees.

14. The school is highly effective in monitoring and evaluating its own performance and in identifying areas in which further development will lead to improvement. The concepts and processes of school self-evaluation are very well understood and applied. Examination data are carefully analysed by the headteacher and compared with the performance of other schools in the local education authority and with the national figures. This enables senior managers to evaluate the school's effectiveness and to measure the impact of provision on pupils' overall achievement. Areas of weakness are tackled resolutely and monitored carefully to ensure that standards improve. Through the school's line-management arrangements, subject managers and other staff with management responsibilities are held firmly to account for what they do. There are very systematic arrangements for reviewing standards in different subjects through the process of regular departmental reviews. These reviews include lesson observations, scrutiny of pupils' work and departmental documentation and discussions with pupils. The outcomes of these reviews are carefully recorded and used to inform the next stages of development, both for the department and for the school as a whole.

15. Planning for the future is set out in a comprehensive school development plan covering a period of three years and a longer-term vision for the next ten years. This document, which is a clear and helpful management tool, sets out the governing body's objectives and strategies and its broad priorities relating to teaching and learning, community links, staffing, resources and accommodation. These priorities are appropriate to the school's stage of development and include nearly all the areas for improvement identified in this inspection report. The plan contains all the elements normally associated with such plans, and although there is no reference in it to how the school plans to monitor and evaluate its effectiveness, the school's present systems are robust enough to ensure that this will occur. Financial planning is closely linked to the school's educational priorities and expenditure is carefully monitored. Resources are effectively deployed to benefit pupils. The school makes good use of specific grants and additional funding from its specialist technology status has been used well for its intended purposes.

16. Subject leadership is variable but good overall. Leadership is particularly strong in mathematics, science, art and design and geography, which is reflected well in the standards attained in these subjects. A number of subject leaders are relatively recent appointments and are still in the early stages of leading and managing their departments. As one of its key priorities, the school has established a programme of training for improving the skills of middle managers, especially developing their leadership, monitoring and evaluation skills. The school is very committed to the training and improvement of its staff and has been an Investor in People since 1997.

The school creates a positive climate for learning that enables pupils to develop very positive attitudes to work, good levels of behaviour and very good relationships.

17. The ethos within the school is very positive. Amongst other things, the school aims to establish a community which promotes high standards of academic achievement, develops an understanding of religious and moral values, encourages self-esteem, mutual respect, sensitivity, tolerance, cooperation and goodwill in human relationships through the creation of a warm, friendly, calm and purposeful atmosphere. The school meets its aims very well. It enables pupils to grow and mature into responsible young adults in

a positive and caring community. It does this through having high expectations of them, both academically and personally, and providing a challenging but supportive environment in which they can develop. Pupils are expected to behave, work hard and do their best and the vast majority of them respond very well to these expectations. All pupils are valued and encouraged to make the best contribution they can to the success of the school. Staff are good role models and the strong emphasis placed on pupils' personal development as well as their academic progress ensures that they develop the confidence to make the best of their experiences, enabling them to achieve well.

18. Many aspects of the school's work contribute to this positive climate. The very good provision for pupils' social development, as well as the good provision for their spiritual, moral and cultural development and the positive way pupils respond to this provision, are strong contributory factors. Assemblies, most of which include an act of collective worship, play a large part in developing pupils' awareness of spiritual, moral and social issues. Pupils respect each other's beliefs and values and are learning to act with moral insight. They are able to discuss serious moral and social issues in a mature and reflective way, and they show genuine concern for the needs of others, for example in collecting a substantial sum of money for a water tank in Tanzania.

19. Many opportunities are provided for pupils to take responsibility from an early age. These include election to year and school councils, undertaking reception duty in Years 8 and 9, acting as ICT assistants, organising fund raising events and collections for local and national charities, showing visitors around the school, appointments as prefects, sports and subject captains, and as head boy and head girl or as one of their deputies. These opportunities help to build pupils' confidence and give them a developing voice in school matters.

20. Arrangements for the care and support of pupils are very good. Heads of year work effectively as a team and provide very good support to each other and to form tutors, who are accountable for monitoring and supporting the academic and personal development of their pupils. Procedures for monitoring pupils' academic and personal progress are systematic and thorough, as are those for monitoring and ensuring good attendance. Those for assessing pupils' progress are not as robust and are being reviewed by the school. Systems for ensuring the health and safety of pupils are very good and the school has undertaken comprehensive risk assessments. Child protection arrangements fully meet requirements. The school has very good systems for promoting good behaviour, which are consistently applied by almost all staff. Individual pupils experiencing difficulties are supported well by pastoral and other staff, and there are opportunities for pupils to talk to a School Counsellor, either through self-referral or at the instigation of a member of staff. The school takes a firm line with poor behaviour, which affects a small minority of pupils, mainly boys. There are good strategies for the readmission of pupils following a period of exclusion and for monitoring their subsequent behaviour. As part of its inclusive approach, the school is developing a behaviour support unit in its new accommodation.

21. As a result of the school's positive ethos, the attitudes of pupils to their work and to the school are very good. Pupils take great pride in being a member of the school community and enjoy coming to school. This is evident in the way that they arrive promptly to lessons, their responses in lessons and in the way that they settle down quickly, ready to work hard and to succeed. They are well motivated and levels of concentration are generally good. Pupils listen carefully to their teachers and respond politely, and sometimes enthusiastically, as required. They work well with one another, respecting their differences and showing pleasure in the success of others. In most lessons, there is a good working atmosphere, which ensures that pupils learn effectively. In addition, their very good levels of attendance ensure that they make good progress over time.

22. Relationships amongst pupils and between pupils and their teachers are very positive and cordial, indicating a high degree of mutual respect. Pupils work well with each other and help one another as appropriate. They are open and friendly with newcomers and with pupils from a variety of backgrounds. Most behave well and their behaviour around the school and in lessons is good. Times outside of lessons, for example before school, during breaks and lunchtime, are orderly and rarely necessitate any staff intervention. Pupils are trusted to behave and to be responsible for their own actions and behaviour. During the inspection, a fault in the fire alarm system resulted in the evacuation of pupils and staff from the school. On this occasion, the pupils' behaviour was exemplary and their orderly return back to the classroom meant that their learning was affected as little as possible. Incidences of bullying are rare. In a small

number of lessons, a small minority of pupils, mainly boys in Year 11, fail to engage sufficiently with their work. The school buildings and equipment are very well looked after. The high quality of display around the school, with its frequent celebration of pupils' achievements, helps to foster a positive environment for learning.

23. Pupils with special educational needs and in the early stages of learning English want to learn and make progress. The quality of the support, both from teachers and teaching assistants, and their positive attitudes enable them to learn well. Pupils who have been identified as gifted or talented have very positive attitudes to their work and make good and sometimes very good progress.

24. Pupils have responsible attitudes to their work and to the school, and are willing to use their initiative and take responsibility. A large number take part in the school's extensive range of extra-curricular activities. Pupils are active in raising money for various local and national charities and in undertaking voluntary activities in the local community. They respond well to the opportunities that the school provides for their personal development, which enhances their ability to make best use of the opportunities for learning provided by the school.

The good quality of the teaching ensures that pupils make good progress and achieve well.

25. The overall quality of teaching and learning throughout the school is good. The teaching is rarely less than satisfactory and often it is very good and sometimes excellent. As a result, pupils make good progress in lessons and over the course of their time at school. The teaching is good or better in three out of five lessons and in a quarter it is very good or excellent. Only two out of the 75 lessons were unsatisfactory, mainly as a result of unclear expectations of pupils' response in one lesson and insufficient challenge in the work in the other. There is little difference between the teaching and learning in Years 7 - 9 and in Years 10 and 11. The teaching is good overall in English, mathematics and science and it is also good in geography, history, ICT, religious education and business studies. It is very good in art and design. In the remaining subjects, the teaching is satisfactory. The teaching of literacy and numeracy is good.

26. Examples of very good teaching occur in a number of subjects, including English, mathematics, science, art and design and citizenship in Years 7 - 9 and in English, science, art and design, religious education and child development in Years 10 and 11. There are also examples of excellent teaching in mathematics and religious education in Years 10 and 11 and in some of the teaching of pupils with special educational needs in Year 7. In all of these lessons, pupils make rapid gains in their learning, remain extremely focused on their work and achieve very well. For example, in a very good English lesson on *Macbeth* in Year 9, the teacher's effective management of the lesson, use of skilful questioning which involved and challenged a large proportion of the class, especially the higher attaining pupils, together with very good use of key words and a variety of resources, ensured a fast pace to the lesson and enabled pupils to develop their skills of critical analysis and appreciation very well. Similarly, in a Year 10 mathematics lesson, the teacher's excellent subject knowledge and understanding were used exceptionally well to challenge pupils and to provide them with clear explanations and individual support to develop their confidence in exploring transformations using computers, with the result that they made considerable gains in their learning and attained high standards.

27. A strong feature of the teaching is the teachers' subject knowledge and expertise which enable them to plan appropriately challenging activities to stimulate and motivate their pupils. Lesson planning is generally good, with many teachers using the structure of the three-part lesson as recommended in the Key Stage 3 National Strategy to guide their planning. Most teachers share the learning intentions of the lesson with the class at the beginning of the session, often writing them on the whiteboard so that they can be constantly referred to, and also review them at the end. In a small number of lessons that are otherwise satisfactory, teachers do not plan the work in sufficient detail, identifying activities to be undertaken rather than the learning intentions: such lessons often lack pace and challenge. As a result, pupils' learning is reduced as they do not fully understand the purpose of the tasks and activities they are asked to undertake. In most subjects, teachers use a wide range of approaches to help pupils to learn. These include the effective use of a wide range of resources, including ICT, interactive and personal whiteboards, videos and relevant artefacts, as well as a variety of group, pair and whole-class activities. Pupils respond with enthusiasm to these strategies, which help to keep them interested, attentive and motivated. Good

use is made of technical and subject specialist vocabulary and most classrooms have relevant key words on display on the walls, which are frequently referred to by teachers.

28. A particular strength of the teaching is the way that teachers, through the quality and extent of the questions they ask, challenge pupils to think and reflect more deeply about issues rather than simply supplying facts. This was seen to good effect with a lower attaining group in a Year 8 citizenship lesson, in which the quality of the questioning enabled them to give a variety of sound reasons for keeping or getting rid of the monarchy, and developed their oral skills well. Many teachers build into their planning and make good use of opportunities in lessons to develop pupils' awareness of spiritual, moral, social and cultural issues, with some good examples seen in English, science, art and design, geography, history and religious education.

29. Teachers are generally very knowledgeable about and sensitive to the learning needs of different pupils, enabling pupils of all levels of attainment to make good progress. Pupils with special educational needs receive effective help and guidance from their teachers and teaching assistants, both in lessons and when withdrawn for more specific support. Consequently, they learn and achieve well. In one particularly effective lesson, a small group of Year 7 pupils, withdrawn for more specific literacy support, made considerable gains in their understanding of adding suffixes to root words with 'y' endings. The excellent relationships between the teacher and the pupils, together with the challenge and structure of the tasks, which showed a clear understanding of the needs of pupils with learning difficulties, ensured that pupils remained very focused and motivated, and made exceptional progress in the lesson. Pupils from different minority ethnic heritages are fully involved in lessons and the very small numbers of pupils in the early stages of learning English are given good support, which enables them to make good progress. A teaching assistant provided good support for the two Traveller pupils who contributed well to the discussion in one lesson. The higher attaining pupils and those who have been identified as gifted or talented are catered for well through the school's grouping arrangements, including early entry for GCSE examinations, which enable them to make good progress. Within these groups, teachers also provide them with additional challenges, putting increasing demands on them to ensure that they work at an appropriate level.

30. Most teachers manage their classes very well and maintain a positive work ethic in lessons. Pupils respond very positively to the teachers' demands and try very hard to do their best. In nearly all lessons, they concentrate well and are willing to contribute and play an active part in the activities. Relationships between pupils themselves and with their teachers are generally good, although in a small number of lessons, mainly in Year 11, some pupils do not respond as well as they might. Teachers give regular praise and encouragement to their pupils to help them learn and the marking of work is detailed and helpful. Pupils are encouraged to evaluate their own work. Very good use is made of homework to support class work and to extend pupils' skills and understanding. Pupils find their teachers, who willingly give of their time outside lessons, approachable and helpful.

The quality and range of the learning opportunities provided by the school, supported by the very good links forged with the community and partner schools, enhance and extend the pupils' experiences.

31. The school provides a broad and balanced curriculum that meets the needs of its pupils well. It fully meets the requirements of the National Curriculum. Aspects of curricular provision are very good and contribute very effectively to pupils' academic and personal development. Particularly strong features include: the school's commitment to equality of opportunity and the involvement of all pupils in its life and work; the grouping arrangements, which ensure that pupils of all levels of attainment receive appropriate challenges; the links with a local college to provide a more relevant curriculum for some potentially disaffected pupils; the extensive range and quality of extra-curricular and enrichment activities; and the very good links with the community and with other partner schools and colleges in the area. As a specialist school for technology, the provision for mathematics, science and ICT is strong and the provision for design and technology is satisfactory and improving. ICT, including computers and interactive whiteboard technology, is used well to support teaching and learning and pupils are given every encouragement to use ICT for class work and homework.

32. Central to the work of the school is its belief in equality of access and opportunity for all pupils. Careful analyses are made of examination results, the make-up and prior attainment of teaching groups, pupils' progress, option choices, attendance, exclusions, behaviour and incidences of bullying, and also of pupils at risk. There is a strong conviction in the school that all pupils can achieve well, regardless of any disadvantage. Strategies such as the school's seating policy encourage working in non-friendship and mixed gender groups, which is successful in creating a positive climate for learning in lessons. Provision for supporting pupils with special educational needs, those who are learning English as an additional language, those who are gifted and talented or those that have learning or other specific needs is strong. Teaching assistants are attached to departments and although this strategy has only been implemented during the current academic year, it is slowly beginning to reap dividends as the teaching assistant becomes more familiar with the programme of work and materials being used. Opportunities are provided for pupils with poor study facilities at home to work in the learning resources centre, which is open from 8.00am until 6.00pm, to attend the homework club after school and to use the ICT resources. Pupils also have access to a Breakfast Club.

33. The planning of the curriculum is good. Schemes of work are generally thorough and give good guidance to staff on the programmes of work to be covered. They include references to the contribution that individual subjects make to pupils' spiritual, moral, social and cultural development. The Key Stage 3 National Strategy has been implemented effectively in English and mathematics, and is developing well in science and the other foundation subjects. Subject teachers are aware of their responsibilities in developing pupils' literacy and numeracy skills. Within many subjects, teachers plan lessons with clear extension activities for the higher attaining pupils, enabling them to make good progress, but this practice is not consistently applied across the school.

34. The school's grouping arrangements allow pupils of all levels of attainment to be provided with work that is appropriately matched to their needs, enabling them to make good progress and achieve well. From Year 7, the higher attaining pupils are organised into an 'extension' group and are moved quickly through accelerated learning programmes. The remaining pupils are divided into two parallel groups. Within these, pupils are grouped by their attainment in Years 7 and 8 in all subjects other than art, music, drama and physical education. In Year 9, pupils are setted in each subject by their level of attainment in the subject and the grouping arrangements allow different subjects to create their own extension group, depending on the pupils' aptitude. In Year 10 and 11, additional opportunities are provided for the higher attainers: for example, in mathematics, they take the GCSE examination in Year 10 and continue with statistics or AS level work in Year 11; in science, they are able to study the three separate sciences; in modern foreign languages, they are able to study two languages. A small number of pupils in Years 10 and 11, who find it more difficult to manage school life, are offered individually tailored programmes of study, which involve work experience and vocational courses at one of the local colleges. These arrangements, in which pupils spend two double lessons each week at the college studying for a NVQ Level 1 in either performing engineering operations or hairdressing, meet their needs well. A further small group of pupils in Year 10 and 11, who study a smaller number of GCSE subjects than their peers, receive additional curriculum support time.

35. Provision for extra-curricular activities is very good. The school provides an extensive range of extra-curricular and enrichment activities which support pupils' academic and personal development very well. Pupils speak highly of the provision and considerable numbers participate in them. In addition to a wide range of sporting, music, dance and drama opportunities, pupils are also able to participate in activities such as art, bridge, computing, cookery, debating and public speaking, CREST awards, EuroClub, higher mathematics, school branch bank, young engineers, young enterprise and writers' clubs, as well as in the Duke of Edinburgh Award scheme. Teams of pupils also enter a variety of competitions and their achievements are recorded in the local press. The school arranges special events and numerous day visits to places of interest that relate to and support the curriculum and pupils' learning. Pupils also have the opportunity to go on residential visits, both in this country and abroad. In the past year, these have included a business trip to Prague for Year 10 pupils, a history trip to Berlin for pupils in Years 10 and 11, an exchange visit to Germany and a ski trip for pupils in all years, as well as visits to outdoor education centres. Large numbers of staff contribute to this programme, who are supported by older pupils, and are supplemented by outside coaches, peripatetic music staff and other adults funded by the school.

36. The school has established very good links with the community and local business, which make a significant contribution to the curriculum. A community links coordinator, appointed by the school,

coordinates this effectively. All Year 10 pupils undertake work experience placements and have opportunities to make industrial visits. There is strong industry involvement in the Year 9 Opportunities Week, in which pupils participate in a range of activities to heighten their awareness of career opportunities in mathematics, science and technology. The school receives regular visits from other organisations such as the police, health promotion and other agencies. In addition, pupils are involved in voluntary community service and raising money for charities. The school's ICT facilities are used well to benefit the wider community. Volunteer readers from the local Community Service Volunteers work with selected pupils and in return receive ICT training from the school.

37. Links with contributory primary schools and the two local colleges are particularly strong features of the work of the school. There is effective liaison with primary schools before pupils transfer to the school, which is supported by a well-thought out induction programme to ensure that pupils settle in quickly. Pupils confirm that they settled into school well. The transfer of information about pupils, both academic and pastoral, ensures that they are appropriately placed in tutor groups and that their individual needs are identified at an early stage. Older pupils also undertake work placements in some of the primary schools. Some departments have established curricular links with the primary schools as part of the implementation of the Key Stage 3 National Strategy and there are opportunities for the sharing of ICT and e-mail projects. Strong links have also been established with the two local colleges and both principals are members of the school's governing body. These links have benefited the school, for example in the setting up of the vocational courses for potentially disaffected pupils in Year 10 and 11. In addition, almost all of the pupils transfer to one or other of the colleges at the end of Year 11 to continue with their education and the close links between the school and the colleges ensure a smooth transfer.

38. Although the provision has many positive features, the school continues to keep the curriculum under constant review to improve it still further and ensure that it continues to meet the needs of all of its pupils. For example, the school has undertaken an audit of provision for citizenship and personal, social and health education in order to ensure adequate coverage of these areas and make the best use of curriculum time. The organisation and implementation of these aspects through the active tutorial work continue to have some weaknesses, especially in Years 10 and 11, but this is recognised as a priority in the school development plan. The school has focused on teaching one language rather than two in Years 7 – 9 to try to improve standards in GCSE examinations. Widening the range of courses in Year 10 and 11, especially of vocational courses, is currently under review.

WHAT COULD BE IMPROVED

Pupils do not achieve as well as they could in modern foreign languages, particularly in French.

39. Standards of pupils' current work are slightly below average by the end of Year 9 and are below average by the end of Year 11. Pupils are not achieving as well as they might. The GCSE examination results in French at grades A*-C were significantly below the national average in 2002; the results in German were below average. In both languages, the results in 2002 were lower than the figures for 2001, which were above average in French and below average in German. The statutory assessments undertaken by teachers at the end of Year 9 in 2002 indicate that standards in 2002 were well above average. However, inspection evidence shows that these assessments were far too generous, indicating that teachers were not applying the National Curriculum level descriptions accurately enough.

40. The teaching overall is broadly satisfactory at both key stages. It has some positive features and also some areas of weakness. Most teachers have good subject knowledge and, on occasions, they use the foreign language as the main means of communication within the classroom. However, this is not done with sufficient regularity, which limits pupils' learning as they do not get enough opportunity to develop their listening skills or to use the language they are being taught often enough. In the majority of lessons, pupils spend time on developing vocabulary and learning how to write simple sentences but opportunities are missed for developing their skills more effectively and as a result pupils are not achieving the higher levels. Although some teachers promote independent learning and group activities well, in general few opportunities are provided for independent work such as using dictionaries or reading for pleasure. Pupils' work in their books is regularly marked.

41. This year, an additional allocation of time has been given to languages in Years 7 - 9, but the schemes of work have not been adjusted to take account of this extra time. As a result, time in lessons is not used effectively enough. Teachers are not clear about the learning intentions of lessons and planning tends to identify the activities to be covered rather than the knowledge, skills and understanding to be developed. This results in an unclear focus and slow pace to lessons, and a lack of challenge in some of the work. This affects the learning of all pupils but particularly that of the higher attaining pupils.

Subject departments do not use assessment data systematically enough to monitor progress, set targets and inform curriculum planning.

42. Teachers regularly mark and assess pupils' work in order to help their pupils make progress and within subjects there is consistency in the way that these assessments are made and applied. Across the school as a whole, however, there is insufficient comparability in respect of the outcomes of these assessments, which makes it difficult for pupils, and their parents, to know how well they are doing and what they need to do to improve. It also makes it more difficult for the school to track pupils' progress in a consistent way across subjects, to identify and monitor pupils who may be underachieving and to set them realistically challenging targets and work.

43. Assessment criteria, including National Curriculum level descriptions and GCSE criteria, are not applied rigorously or systematically enough in some subjects, for example in design and technology, history, music and modern foreign languages. Consequently, there is an inaccurate view of pupils' attainment and progress. In other subjects, especially mathematics and science, assessment is not used enough to provide sufficiently challenging work for the average attaining pupils. The gap between the performance of the higher attaining pupils, who are given very challenging work, and the average attaining pupils is sometimes too great.

44. The school is aware of the weaknesses in its current systems, has already implemented some changes and has plans to do more in the current year. Nationally recognised systems have been implemented to provide a more secure baseline against which progress can be judged. A newly appointed member of the senior management team, who is a statistician, has been given responsibility for analysing data and ensuring that it is used more consistently across the school.

The arrangements for active tutorial work, including teaching approaches and the links between citizenship, personal and social education and active tutorial work, are not clear enough, especially at Key Stage 4.

45. Active tutorial work, which encompasses aspects of citizenship, personal, social and health education, is taught in two 25-minute sessions each week by form tutors. Evidence from the inspection indicates that the shortness of these periods does not allow pupils sufficient time to explore issues in depth, to develop an understanding of the impact that their actions have on others, or to develop their skills adequately for making informed choices about their own lives, both now and in the future. As currently organised, active tutorial work does not make as much contribution to pupils' personal development as it might. The sessions are not long enough for teachers to engage pupils in the range of activities that allows them to express their views and have them tested in discussion. Pupils themselves find the sessions too fragmented.

46. The school has undertaken an audit of the contribution subjects make to citizenship and at present citizenship is covered within individual subjects and within active tutorial work. The provision is more coherent in Years 7 – 9 than in Years 10 and 11. However, the citizenship programme has not been related sufficiently to the personal and social education programme. The school is aware that more needs to be done, especially in Year 10 and 11, to improve the quality of the provision. With the current timetabling arrangements, the focus is more on covering topics than on identifying very clearly the knowledge, skills and understanding to be developed through the programme. In addition, the shortness of individual sessions also constrains the range of teaching approaches that can be used to develop pupils' skills adequately.

47. At present, all form tutors take active tutorial work. This means that teachers approach the subject from differing standpoints and levels of expertise. Although they receive guidance on the topics to be covered and the activities that can be used to support the topics, they receive insufficient guidance on the range of teaching and learning approaches that might best help pupils to develop their skills. In lessons where teachers had good levels of expertise and understanding about active tutorial work, as for example in a Year 8 citizenship lesson, the quality of learning was high and pupils made very good gains in their understanding about the monarchy. This resulted from the teacher's very good subject knowledge, which enabled her to question pupils effectively to recall their previous learning, and the use of a wide variety of resources. In some other lessons, there was a lack of clarity in the purposes of the lesson and what pupils were expected to achieve by the end of the session, and consequently pupils became less focused.

Statutory requirements for a daily act of collective worship are not met.

48. The school does not meet the statutory requirement to provide a daily act of collective worship. This was the case at the time of the last inspection. Pupils have the opportunity to participate in two assemblies each week. Most of these assemblies fulfil the requirements of collective worship and all provide very good opportunities for developing pupils' spiritual, moral and social awareness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:

- (1) *raise standards in modern foreign languages, especially in French, by:
 - having higher expectations of what pupils can achieve;
 - reviewing the schemes of work to reflect the additional time given to individual languages;
 - clarifying the learning intentions of lessons and providing more challenging work;
 - widening the range of teaching approaches and extending the use of the foreign language in lessons;
 - assessing pupils' attainment more accurately at the end of Year 9.

(paragraphs: 6, 38, 39 – 41)
- (2) *ensure that all subject departments use assessment data more systematically to monitor progress, set targets and inform curricular planning, by:
 - establishing a clearer whole-school system for monitoring pupils' progress;
 - using it more effectively to identify underachieving pupils and set realistic targets for improvement;
 - using it rigorously to provide more challenging work for the average attaining pupils in some subjects;
 - applying assessment criteria more rigorously in assessing pupils' work.

(paragraphs: 20, 42 – 44)
- (3) *improve the provision for active tutorial work, especially in Years 10 and 11, by:
 - providing longer periods of time for lessons;
 - making more explicit the links and relationships between active tutorial work, citizenship and personal, social and health education;
 - ensuring that teaching and learning approaches are more appropriately geared to helping pupils develop their skills of making informed choices about issues relevant to their lives;
 - monitoring more systematically this aspect of pupils' personal development.

(paragraphs: 38, 45 – 47)
- (4) ensure that all pupils have a daily act of collective worship to meet statutory requirements.

(paragraph: 48)

* *These issues are already included as priorities within the school's development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	16	27	27	2	0	0
Percentage	4	21	36	36	3	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	1008
Number of full-time pupils known to be eligible for free school meals	92

Special educational needs	Y5 – Y11
Number of pupils with statements of special educational needs	19
Number of pupils on the school's special educational needs register	199

English as an additional language	No of pupils
Number of pupils with English as an additional language	73

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.7	School data	0.5

National comparative data	7.8
---------------------------	-----

National comparative data	1.2
---------------------------	-----

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
	2002	108	85	193

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	71	88	83
	Girls	65	61	60
	Total	136	149	143
Percentage of pupils at NC level 5 or above	School	71 (74)	77 (71)	74 (75)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	School	33 (34)	51 (53)	43 (41)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	72	85	88
	Girls	62	60	66
	Total	134	145	154
Percentage of pupils at NC level 5 or above	School	70 (68)	76 (75)	81 (77)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	School	42 (32)	44 (49)	50 (42)
	National	32 (31)	44 (42)	34 (33)

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
	2002	85	73	158

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	34	85	85
	Girls	40	72	73
	Total	74	157	158
Percentage of pupils achieving the standard specified	School	47 (54)	99 (100)	100 (100)
	National	50 (48)	91 (91)	96 (96)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
892	39	1
0	0	0
24	0	0
7	0	0
13	0	0
0	0	0
12	0	0
9	0	0
18	1	0
12	0	0
3	0	0
0	0	0
0	1	0
2	0	0
7	0	0
0	0	0
9	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 – Y11

Total number of qualified teachers (FTE)	56.84
Number of pupils per qualified teacher	17.3

Education support staff: Y7 – Y11

Total number of education support staff	22
Total aggregate hours worked per week	498

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	72
---	----

Average teaching group size: Y7 – Y11

Key Stage 3	27
Key Stage 4	24

FTE means full-time equivalent.

Financial information

Financial year	2001/02
----------------	---------

	£
Total income	2,850,751
Total expenditure	2,751,873
Expenditure per pupil	2,805
Balance brought forward from previous year	310,958
Balance carried forward to next year	409,836

Recruitment of teachers

Number of teachers who left the school during the last two years	18.15
Number of teachers appointed to the school during the last two years	21.01
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	1008
Number of questionnaires returned	466

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	31	56	9	4	1
My child is making good progress in school.	36	57	5	0	2
Behaviour in the school is good.	26	63	7	0	5
My child gets the right amount of work to do at home.	21	55	19	4	1
The teaching is good.	25	66	4	1	4
I am kept well informed about how my child is getting on.	25	55	17	3	1
I would feel comfortable about approaching the school with questions or a problem.	36	50	8	3	3
The school expects my child to work hard and achieve his or her best.	54	44	1	0	1
The school works closely with parents.	21	57	17	3	3
The school is well led and managed.	39	52	2	2	4
The school is helping my child become mature and responsible.	33	59	4	2	2
The school provides an interesting range of activities outside lessons.	39	50	4	1	7