

INSPECTION REPORT

HARTON SCHOOL

SOUTH SHIELDS

LEA area: South Tyneside

Unique reference number: 108726

Headteacher: Mr K. I. Tunnicliffe

Reporting inspector: Mr Robert. Drew
7281

Dates of inspection: 1 – 3 October 2001

Inspection number: 189754

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 16 years
Gender of pupils:	Mixed
School address:	Lisle Road South Shields Tyne and Wear
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Fraser
Date of previous inspection:	October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harton School is one of five secondary schools serving the town of South Shields. It is a larger than average 11 to 16 school receiving pupils from a mixture of local authority and private housing. The community served by the school is quite varied, but taken as a whole it is significantly disadvantaged both socially and economically. For instance, less than half the national proportion of adults has higher education qualifications. About 26 per cent of pupils, well above the national average, claim free school meals. All but a very small minority of pupils are of white UK heritage. Seven pupils use English as an additional language.

The school is popular and each year it is heavily oversubscribed. Pupils have been entering the school with below-average prior attainment for some time, though in the recent years standards of attainment have risen and are now close to the national average. The proportion of pupils on the school's register of special educational needs is 21 per cent, compared with 19 per cent nationally.

Since the inspection of 1996, the school has appointed a new headteacher, following a period of long-term absence by the previous post-holder. Two new deputies have also been appointed. The school successfully acquired technology college status in 1996 and had this reaffirmed three years later; it is also pursuing additional involvement with and support from a range of local and national initiatives, such as the government's Excellence in Cities programme, and a Private Finance Initiative bid for a sports hall.

HOW GOOD THE SCHOOL IS

This is a very good school. Leadership and management are excellent and teaching and learning very good. Standards of attainment are high for a school with this intake and behaviour is very good. Since spending per pupil is average, the school is giving very good value for money.

WHAT THE SCHOOL DOES WELL

- Standards are well above average for similar schools and pupils make very good progress.
- Teaching is very good and pupils learn very effectively in lessons.
- Leadership and management by the headteacher and key staff are excellent.
- The attitudes and behaviour of pupils are very good, partly reflecting excellent provision for moral development.
- The school provides a very good curriculum that has been closely adapted to meet pupils' needs.
- Excellent care for pupils is provided through systems that support personal and academic progress.
- The school has established excellent relationships with other schools and the

local tertiary college.

WHAT COULD BE IMPROVED

- Poor attendance in Year 11 adversely affects the standards of a significant minority of pupils.
- Inadequate accommodation limits the scope for pupils' attainment in physical education and drama.
- The school provides pupils with fewer experiences of non-European cultures than is appropriate.

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 1996, and was judged to be good. Since then it has improved markedly. It has dealt with the key issues raised in the report of 1996 by putting in place very good monitoring arrangements and by vastly increasing information and communications technology (ICT) facilities and expertise. Religious education provision has improved and the school now has better attendance, despite a weakness in Year 11; much better use is now made of registration time. In addition, standards of attainment at GCSE have risen considerably and the quality of teaching and that of leadership have improved from already strong positions.

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
	1998	1999	2000	Similar 2000
GCSE examinations	D	B	C	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Pupils leaving the school in Year 11 attain in line with the national average for all schools. Their results are well above average for schools with a similar intake. In some subjects, notably music and statistics, GCSE results have been significantly above the average for all schools in recent years. In others, results have been well below, for instance in sports studies and several technology courses.

Taken collectively, GCSE results have risen noticeably since the last inspection: for example, the proportion of pupils with five or more A* to C passes has increased from 35 per cent in 1996 to 43.7 per cent in 2000. This is a much greater increase than has occurred nationally. The standards of current Year 11 pupils' work seen during the inspection were in line with national expectations. In some respects they were higher than previous Year 11 pupils have reached in recent GCSE examinations. Pupils achieve very well: their GCSE results are far better than standardised national tests predicted when they started Year 7. This

very good progress reflects the high quality of teaching and management and the strong commitment to learning shown by pupils.

Pupils have been entering the school with below-average prior attainment, though for current Years 7 and 8 standards on entry are now broadly average. Attainment at the end of Year 9 has matched the national average for all schools in recent years and has been well above average compared with standards in similar schools. Work seen during the inspection in English, mathematics and science also matched national standards. This indicates very good achievement across Years 7 to 9. Good progress is sustained across Years 10 and 11, although the poor attendance of a minority in Year 11 depresses both their own GCSE results and to a lesser extent those of the school as a whole. Girls perform significantly better than boys in the results of National Curriculum tests for Year 9, but this gap is much reduced in GCSE results by the end of Year 11. Pupils with special educational needs, those with English as an additional language and pupils judged to be gifted and talented all make very good progress from Years 7 to 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils are very positive about school. They work hard and get involved in school activities at every opportunity.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, but are equally mature and self-disciplined when not directly supervised by staff. Exclusions are slightly higher than usual, but are a fair reflection of the school's insistence on high standards of behaviour.
Personal development and relationships	Very good. Pupils' personal development flourishes because they receive very good guidance and encouragement and are offered many opportunities to participate actively in lessons and extra-curricular activities.
Attendance	Satisfactory. For the school as a whole, attendance is broadly average. There is good attendance in several year groups, but it is too low in Year 11, and this adversely affects standards of attainment.

TEACHING AND LEARNING

Teaching of pupils:	Years 11-14	Years 14-16
Quality of teaching	Very good	Very good

Teaching and learning in the school are very good. In the lessons seen during this inspection, all had satisfactory or better teaching, and the proportion with very good or excellent teaching was high, both in Years 7 to 9 and in Years 10 and 11. Teaching and learning in English and mathematics are very good and they are good in science. All other subjects have at least satisfactory teaching and learning, while in music and ICT across the curriculum the quality is very good.

Teaching is distinguished by its consistency. The impact of fine planning, which incorporates high expectations and very reliable assessment of pupils' prior attainment,

has a major beneficial impact on standards. The very good relationships evident in nearly every lesson are equally helpful: they combine with high expectations to encourage pupils to take pride in their work and display the responsible, hard-working approach observed across all year groups. Learning is very good for these reasons and also because pupils in general have a much better than average awareness of the standards they are reaching and should be striving for. This is also true for pupils with special educational needs, those using English as an additional language and those deemed gifted and talented.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Not only are all statutory requirements well met, but the school has carefully redesigned aspects of the curriculum to meet pupils' varied needs. The curriculum is enhanced informally by excellent links with primary schools and by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Provision is well organised and there is good support for pupils with special educational needs in many lessons.
Provision for pupils with English as an additional language	Good. Very few pupils have English as an additional language, and those who do are successfully supported. They rapidly acquire full mastery of English and progress as well as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's policies and the example of staff provide excellent moral guidance for pupils and very good scope for social development. Spiritual development is satisfactorily promoted. Cultural awareness is satisfactorily developed overall: in some respects it is good, but too little is offered to help pupils to understand non-European cultures.
How well the school cares for its pupils	Excellent. The overall quality of care for pupils' social and academic progress is excellent. Staff are both caring in their manner and systematic in their monitoring.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and other key staff provide strong vision and are very good at implementing beneficial changes. Monitoring of teaching and the curriculum is very effective and planning is ambitious yet realistic. While accommodation is generally adequate and always well used, facilities for physical education and drama are unsatisfactory.
How well the governors fulfil their responsibilities	Good. The governing body shows a strong awareness of the school's strengths and weaknesses. It gives good strategic advice and support to staff. Governors meet their statutory obligations well.
The school's evaluation of its performance	Very good. Through an effective monitoring system and strong morale, the school has been most successful in identifying areas to improve and ensuring the will to realise its aims. The shared commitment to succeed is excellent.
The strategic use of resources	Excellent. The school manages its financial resources with great expertise. It bids effectively for additional funds and deploys its budget very well. Very good use is made of its scope to choose the best suppliers of school services.

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 high expectations the school places on children. • The approachability of the school. • The fact that their children like school. • Good quality teaching. • The quality of leadership. 	<ul style="list-style-type: none"> • A small minority of parents hoped for improvements in: • Homework. • Liaison between home and school.

Parents showed very strong support for the work of the school especially through the high return in response to the questionnaire. Inspectors fully support the parents' views on the school's strengths. Inspectors find that the school's approach to homework and liaison with parents, while not perfect, are very good compared with the situation in other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards are well above average for similar schools and pupils make very good progress'

1. Compared with schools serving communities with similar levels of social and economic disadvantage, the school's results at GCSE/GNVQ and at the end of Year 9 have been well above average for several years. This is a considerable success, since the pupils who attained these results entered the school with below average standards. For example, the pupils who scored 43.7 per cent five or more A* to C grades at GCSE in 2000 were predicted by a widely used national assessment scheme to achieve about 33 per cent. This represents very good progress over their five years in school. Pupils in most years achieve equally well.

2. Standards at GCSE now match the average for all secondary schools because results have improved significantly since the previous inspection of 1996. Then the proportion of pupils gaining five or more A* to C passes was 35 per cent, while in 2000 it was near 44 per cent. Calculations involving points for all grades of pass, not just A* to C, show the school to have exceeded the national average in 1999 and 2000.

3. Results in music and statistics are particularly strong. Music, for example, had an A* to C pass rate of 83 per cent in 2000 compared with a national figure of 68 per cent, while in Statistics the school rate was 79 per cent compared with 67 per cent nationally.

4. The prior attainment of pupils entering the school has risen in recent years. However, the establishing of high and improving standards pre-dates this change and is explained by teaching quality, perceptive changes made to the curriculum, excellent use of assessment and high quality leadership and management.

'Leadership and management by the headteacher and key staff are excellent'

5. The headteacher, senior managers and middle management as a whole provide the school with first-rate leadership. This is most evident in the clear sense of direction that pervades the school's work. Excellent vision and a willingness to act decisively allow the headteacher to set the tone.

6. Senior colleagues support and extend his role most effectively, giving very strong leadership on, for example, curricular and assessment matters and staffing issues. Collectively, heads of department and year tutors provide very good middle management.

7. A major consequence of such leadership and management has been the very good improvement made since the previous inspection. All key issues raised in 1996 have been faced head on. Well-designed strategies have enabled hopes to become realities, so the school now has very good monitoring arrangements and ICT provision, and far better use of registration time. Leadership and standards in religious education have improved.

8. In addition, the headteacher and key staff have been successfully raising standards in the school by means of several key factors. Most importantly, they have enlisted the full support of the teaching staff in pursuing improvements. There is remarkably strong and unified commitment to effective change for the better. This reflects the clarity with which aims are stated and put into practice, the quality of consultation with governors, teachers, pupils and parents and the strong sense that staff are supported as well as monitored by senior managers.

9. In addition, managers have chosen appropriate areas to change and have fashioned good policies to implement those changes. This is true of their drive for a more varied curriculum, for consistency in teaching and learning, for ensuring good continuity between primary and secondary schooling and for the use of target setting.

10. Collectively, these developments and the constructive yet challenging, tone of leadership in the school have established a very productive working atmosphere. This is a purposeful community in which high expectations have become the norm.

‘Teaching is very good and pupils learn very effectively’

11. Teaching in the school is very good and helps pupils learn very effectively. These two factors play a major role in the high standards of attainment and behaviour achieved by so many pupils.

12. In the sample of lessons seen during the inspection, all had satisfactory or better teaching. Excellent teaching was prominent and a significant proportion of lessons had good and very good teaching. Similarly, learning was satisfactory or better in all lessons, and in many was extremely effective.

13. The subject knowledge of teachers and their ability to transmit it is consistently high. As a result, pupils have confidence in their teachers and many seek to emulate their mastery of the subject. Several other factors combine to make teaching and learning especially effective: staff and pupils use prior assessment and target-setting well; expectations can be set reliably, yet at a challenging level as a result; and planning of lessons takes note of these factors and provides structure, activities and instruction to allow pupils of very different prior attainment and interests to benefit.

14. Many of these strengths were evident in a very well taught Year 11 mathematics lesson. From the start, a clear structure was evident: objectives were discussed and recorded, and then the teacher moved rapidly through a discussion of new concepts and onto an activity which required pupils to think independently and apply principles to a new context. The National Curriculum levels of pupils and expected GCSE grades were used to set demanding work on the topic. Pupils were impressed by the teacher’s skills in plotting complex graphs and gained confidence from the excellent review conducted at the end of the lesson.

15. This lesson and many others also showed how very good relationships promote very good learning. The teacher of a Year 11 music lesson, for example, adopted a very pleasant tone with pupils, addressing them by name, looking them full in the face, and allowing them time to talk about the progress they were making with their compositions. Equally, very high expectations were placed on pupils: they were to move from one activity to another, swap rooms, use very expensive and potentially disruptive equipment maturely, and work at a high pace. The teacher set the tone by

his short, sharp introduction, fine demonstration of how finished compositions might sound and very well timed reminders or clarifications as pupils worked. Pupils' application to work was first rate.

'The attitudes and behaviour of pupils are very good, and reflect the school's excellent provision for moral development'

16. Pupils enter the school from a wide range of backgrounds, some coming from relatively advantaged backgrounds while many experience significant social and economic disadvantage in their communities. Despite this, pupils' attitudes and behaviour are more consistent than in most schools, and the standards of both are very good.

17. In lessons, the most common situation is good, sometimes excellent, behaviour, arising from positive attitudes amongst the class as a whole. Where extra-curricular activities are available, pupils are very keen to be involved. For example, nearly 80 pupils attended a lunchtime choir rehearsal, while pupils and parents go to great lengths to raise very substantial sums of money to support school rugby tours. Around the school, pupils are very mature: while by no means passive, they speak pleasantly to each other and to staff and visitors. In a building designed for only half the number of pupils currently on roll, there is remarkably orderly movement around corridors, matched by an intelligent approach to leaving school through narrow exits on to busy roads. Significantly, when supervision is light or not immediately visible, pupils continue to behave very well. The dining areas are used sensibly by pupils and the school is virtually free of graffiti.

18. In considerable measure, this situation is a credit to the pupils and their parents. The school also plays a major part and has worked hard to achieve these high standards. It has devised a clear set of expectations for behaviour in school and successfully shares these with parents and pupils before they start in Year 7. The home-school agreement, which contains statements about expectations, rewards and sanctions, is monitored very carefully once pupils are in school. These steps lay the foundation for excellent moral provision by the school. Staff are remarkably consistent in applying rewards and sanctions. Senior managers and year tutors are equally dependable in supporting colleagues in sending consistent messages to pupils and their parents. Letters of commendation for good work, attendance or behaviour are highly prized by pupils and their families. Equally, the school is quick to contact parents if concerns arise over poor performance.

19. Both policy and practice ensure that pupils are in no doubt about the need for truth, honesty, commitment to work, good relationships and other positive values. Policies provide a framework: they ensure a curriculum and an approach to teaching which, through emphasising the active involvement of pupils in lessons, shows them they are highly valued. At the same time the day-to-day practice of staff, both in lessons and in the many voluntary duties and activities they take on, is excellent. Their supportive manner, yet insistence on high standards, gains the pupils' respect.

'The school provides a very good curriculum which has been closely adapted to meet pupils' needs'

20. The school's curriculum for Years 7 to 9 and Years 10 and 11 is very good. It fully meets all statutory requirements and has many other positive features that

enable it to give pupils very good opportunities. As a result, the curriculum has a marked and beneficial impact on standards.

21. The school has devised a strong formal curriculum. It has very good breadth and balance for all year groups, with effective support for pupils with special educational needs and considerable extension work for gifted and talented pupils. There are very good schemes of work in all subjects. Literacy strategies are well integrated into each subject and opportunities to use and improve ICT skills have been carefully woven into the curriculum as a whole. Liaison with primary schools is excellent, so that there is very effective continuity in what pupils study and how they learn as they transfer from Year 6 to Year 7. In addition, for a great many pupils, the extra-curricular activities on offer enhance their experiences substantially: rugby and music are outstanding in this respect.

22. The most beneficial feature of the curriculum is the adaptation it has undergone in order to meet pupils' interests and aptitudes. The school has been willing on many occasions to drop courses in which pupils performed badly and take up new ones where pupils might benefit. As a result, in the last few years, GNVQ science and ICT and GCSE statistics have been added to the options, while GNVQ manufacturing, GCSE sport studies and childcare have been dropped. Arrangements for taking separate sciences have changed to suit demand more closely, and music GCSE changed examination board. GCSE statistics, after a successful trial with small after-school teaching groups, has been made available to all pupils. For a small group of Year 10 and 11 pupils with poor attendance, a work-related learning programme has recently been developed and is already proving successful in improving both pupils' motivation and their attendance levels.

'Excellent care for pupils is provided through systems which support personal and academic progress'

23. The school offers excellent care for its pupils. This reflects high-quality planning and very strong personal commitment by staff.

24. Parents speak of many staff going out of their way to give individual pupils help 'beyond the call of duty'. Inspection evidence from lessons, activities and informal situations around the school also confirm that relationships are virtually always positive. Staff speak to pupils with sensitivity and act with great care towards their pupils. It is typical, for instance, that as pupils leave school at the end of the day, staff are on voluntary duty to help to prevent vehicles entering pedestrian areas, while other teachers exchange pleasant, informal conversation at the pedestrian exit as a stream of pupils flows out onto the footpath beside a narrow busy road. At such times teachers are well organised but not over-conspicuous; they combine protecting pupils with using yet another opportunity to develop good relationships with them.

25. Positive, caring attitudes and individual action are comprehensively supported by very good procedures. Those for monitoring pupils' personal development and for eliminating oppressive behaviour are impressive. Good formal guidance is also given to pupils in lessons and registration times. All of these elements of pastoral care are very well co-ordinated by heads of year.

26. In addition, pupils' academic progress is monitored very effectively. The school has excellent systems for assessing pupils' academic potential on entry to the school and for tracking progress thereafter. This data is used far more effectively than usual,

both for setting targets for individuals and year groups and for matching work in lessons to the specific needs of all pupils. It is rare to find a school analysing pupils' progress so reliably and, as a result of this information, adjusting so effectively the approach and content of teaching.

'The school has established excellent relationships with its partner schools and college'

27. The school has been particularly successful at helping pupils to transfer smoothly into Year 7 or on to college from Year 11, which has a beneficial impact on their progress, especially in Years 7 to 9. It also shares expertise with a local special school.

28. Several strategies in combination account for this success. For instance, the school not only collects detailed attainment information about Year 6 pupils, but also analyses and disseminates it effectively. As a result, all teachers know a great deal about new pupils and what might be expected of them. There are also many more visits into primary school in the area by staff and pupils from this secondary school than is usually found. The quality and frequency of these visits mean that few, if any, incoming Year 7 pupils find the school a frightening, unknown quantity. Indeed, very many have already gained a good grasp of what the school offers and are keen to join in its activities. They settle very quickly and little time is lost in acclimatising them to the pace and ethos of their new school.

29. Staff share expertise with those in other schools. One example of the benefits of such a strategy is the fact that this school has improved aspects of its special educational needs provision and has acquired considerable skill in literacy teaching. Summer schools for numeracy and for gifted and talented pupils have been run, again allowing maximum shared understanding of the pupils' needs and ensuring very effective continuity from Year 6 to Year 7.

30. The school has also liaised very effectively with its nearby tertiary college and ensures that a high proportion of pupils continue with post-16 education. Because of the carefully chosen work-related learning courses in Year 11, virtually all of the pupils who might otherwise abandon full-time education are sufficiently well motivated to choose college courses after leaving school.

WHAT COULD BE IMPROVED

'Poor attendance in Year 11 adversely affects the standards reached by a significant minority of pupils'

31. Although the school has successfully raised attendance rates since the previous inspection, the levels for Year 11 are still too low. In the year 2000 to 2001, the attendance of Year 11 was 85.4 per cent, compared with the school's overall level of 91.3 per cent, which matches the national average for secondary schools.

32. This represents a significant number of pupils being absent when staff teaching GCSE courses are focusing on revision and other preparation for final examinations, and in some cases failure to attend for these examinations. The result is poor marks or disqualification from any award for the pupils concerned and a weakening of the school's overall performance. Most subjects are affected, but for English, mathematics and science, the problem is worse, since staff teaching these compulsory subjects enter virtually every pupil in Year 11. Poor attenders are less common in some of the options, in GCSE music, for example, where all candidates have chosen the subject and show a stronger commitment to their studies.

'Accommodation limits the scope for pupils attainment in physical education and drama'

33. The school lacks a sports hall and drama studio, both of which are normally standard items of accommodation in schools of this size. Lack of a sports hall makes it difficult for the physical education department to ensure that programmes of study are fully taught each year, since wet weather facilities are lacking. The school's decision to discontinue GCSE sports studies partly reflects the limits placed on candidates by poor facilities. Similarly, despite the aptitude for drama observed in some English lessons and evident in video recordings of productions, GCSE drama has had to be discontinued. The current lack of a drama studio does not give potential candidates the same opportunity for success as pupils in many other subjects or other schools.

'The school provides pupils with fewer experiences of non-European cultures than is appropriate'

34. This school offers considerable scope for participation in some aspects of culture, especially through music, and, to a lesser extent art, citizenship, food technology, religious education, literature and foreign languages. However, compared with similar schools, including those with an overwhelmingly white intake, there is far less evidence of Black, Asian, Native North American, South American or Aboriginal Australian culture than is commonly found. While lessons and displays around the school contain some examples, their overall impact is insufficient to raise pupils' awareness of cultures other than their own to a satisfactory level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

35. In order to continue the school's impressive recent improvement, the governors, headteacher and staff should:

- Raise attendance in Year 11 by:
 - * extending its successful work-related learning programme for poor attenders, in line with current plans.
 - * implementing, as planned, new GNVQ courses, which the school's experience has shown to be good motivators of Year 11 pupils.

- Improve the scope for high attainment by pupils in physical education and drama by:

- * taking all possible steps to acquire a sports hall and drama studio, so that high quality provision can be ensured.
- Provide more opportunities for pupils to experience aspects of non-European cultures by:
 - * ensuring that schemes of work incorporate adequate illustrations of ethnic minority cultures prominent in the U.K
- ensuring that events and display material in the school reflect more prominently the diversity of cultures around the world.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	4	7	7	0	0	0
Percentage	14.3	19.0	33.3	33.3	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	Y7–Y11
Number of pupils on the school's roll	1327
Number of full-time pupils known to be eligible for free school meals	343

Special educational needs	Y7–Y11
Number of pupils with statements of special educational needs	24
Number of pupils on the school's special educational needs register	307

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	8.2
National comparative data	7.7

Unauthorised absence	%
School data	0.5
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
	2000	136	129	265

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	62	79	81
	Girls	99	89	71
	Total	161	168	152
Percentage of pupils at NC Level 5 or above	School	61 (49)	63 (58)	57 (57)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC Level 6 or above	School	32 (17)	35 (33)	23 (25)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	55	81	99
	Girls	92	91	99
	Total	147	172	198
Percentage of pupils at NC Level 5 or above	School	56 (58)	65 (59)	75 (57)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC Level 6 or above	School	20 (24)	38 (31)	312 (27)
	National	31 (31)	39 (37)	29 (28)

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

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

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2000	93	138	231

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	38	87	90
	Girls	63	128	133
	Total	101	215	223
Percentage of pupils achieving the standard specified	School	44 (42)	93 (94)	97 (96)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	39.4
	National	38.4

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

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	33	54.4
	National	N/A	N/A

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	1
Chinese	1
White	1320
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	78	3
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7–Y11

Total number of qualified teachers (FTE)	85
Number of pupils per qualified teacher	16.4

Education support staff: Y7–Y11

Total number of education support staff	17
Total aggregate hours worked per week	542

Deployment of teachers: Y7–Y11

Percentage of time teachers spend in contact with classes	73.8
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Average teaching group size: Y7–Y11

Key Stage 2	
Key Stage 3	23
Key Stage 4	21.1

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	3398052.00
Total expenditure	3297472.00
Expenditure per pupil	2520.00
Balance brought forward from previous year	77000.00
Balance carried forward to next year	178580.00

Recruitment of teachers

Number of teachers who left the school during the last two years	20
Number of teachers appointed to the school during the last two years	20.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1327
Number of questionnaires returned	533

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	55	5	1	1
My child is making good progress in school.	43	44	4	0	9
Behaviour in the school is good.	36	53	3	1	7
My child gets the right amount of work to do at home.	30	52	10	2	5
The teaching is good.	42	48	2	0	8
I am kept well informed about how my child is getting on.	38	39	9	2	11
I would feel comfortable about approaching the school with questions or a problem.	55	38	3	2	2
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	31	49	9	2	9
The school is well led and managed.	45	45	2	0	8
The school is helping my child become mature and responsible.	42	47	3	1	7
The school provides an interesting range of activities outside lessons.	42	45	5	1	7