

INSPECTION REPORT

THE HEATHLAND SCHOOL

HOUNSLOW

LEA area: Hounslow

Unique reference number: 102539

Headteacher: H S Pattar

Reporting inspector: D B Evans
1049

Dates of inspection: 20 - 22 March 2001

Inspection number: 185555

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 18 years |
| Gender of pupils: | Mixed |
| School address: | Wellington Road South Hounslow Middlesex |
| Postcode: | TW4 5JD |
| Telephone number: | 0208-572-4411 |
| Fax number: | 0208-569-5126 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr M J Nicholls |
| Date of previous inspection: | 9 -13 October 1995 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|-----------------------|----------------------|
| 1049 | Brian Evans | Registered inspector |
| 9465 | Liz Cooke | Lay inspector |
| 10905 | Alan Brewerton | Team inspector |
| 4373 | Bob Hartman | Team inspector |
| 11975 | Thelma McIntosh-Clark | Team inspector |
| 22723 | Peter McKenzie | Team inspector |

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Heathland Community School is situated in Hounslow close to Heathrow Airport. It admits students from a large number of primary schools in its local area. There are 1842 students aged from 11 to 18 years on roll, which is much bigger than the average secondary school. There is broadly a balance in the numbers of boys and girls. The roll has risen rapidly since 1996 when there were 1640 students on roll. Attainment on entry is just above the national average. Eighteen per cent of students are eligible for free school meals, which is broadly in line with the national average. The percentage of students with English as an additional language is very high; the predominant community languages are Panjabi, Gujarati, Urdu and Hindi. Four per cent of students are from refugee families, mainly from Somalia. Seventy per cent of students stay on at school into the sixth form at the age of 16 and a further 20 per cent transfer to further education colleges. On average, fifty students per year transfer from other secondary schools into the sixth form. The percentage of students with special educational needs, including statements, is below the national average. The Heathland is an accredited school for the Investor in People Award. In March 2001 the Department for Education and Employment awarded the school an Achievement Award for Excellence because it achieved better results in 2000 than most schools in similar circumstances.

HOW GOOD THE SCHOOL IS

The Heathland is a very good school. It achieves high standards in all its work. Attainment is well above average and very high compared to similar schools. Behaviour is very good and attendance above average. Students achieve well and are eager to make the most of the wide range of opportunities. Teaching is consistently good, and all students, including those with special educational needs and those for whom English is an additional language, make good progress. The headteacher's leadership is outstanding and the school is very well managed. Significant improvements have been made since the last inspection. The Heathland School provides very good value for money.

What the school does well

- The standards students attain are well above average and very high compared to similar schools. Students make good progress and achieve well.
- Management at all levels is very good and makes a major contribution to students' high levels of achievement in all years. The headteacher's leadership is outstanding. He is given very good support by governors and the senior management team.
- Teaching is consistently good and students' attitudes to learning are very good.
- Provision for students with special educational needs and for those with English as an additional language is good and reflects the school's strong inclusive approach to education.
- The school ethos, including students' spiritual, moral, social and cultural development, is excellent.

What could be improved

- Students' literacy skills in Years 10 and 11.
- Learning resources in science in Year 9 for high attainers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made on the key issues for action identified in the last inspection report in October 1995. There has been a significant improvement in the quality of students' learning. Boys and girls have very good investigative and problem-solving skills and work together well in small group work. Managers at all levels are participating fully in school development planning. The pastoral staff provide excellent support for students and contribute effectively to a whole-school personal and social education programme. Support for students' personal development, including spiritual, moral, social and cultural development, is excellent. Accommodation has been substantially improved in science

and information and communication technology since the previous inspection but the continuing rise in the school roll is creating further difficulties in teaching space. Students now have better access to

computer software and the Internet. The school is well placed to maintain its high standards.

STANDARDS

The table shows the standards achieved by 16 and 18-year-olds based on average point scores in GCSE and A-level/AS-level examinations.

| Performance in: | Compared with | | | |
|--------------------|---------------|------|------|-----------------|
| | All schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| GCSE examinations | A | B | A | A* |
| A-levels/AS-levels | D | C | B | |

| Key | |
|--------------------|----|
| very high | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

By the age of 14, students' results in national tests have been well above average over the past three years and well above average when compared to similar schools. English test results in 2000 were well above average and very high compared to similar schools. Results in mathematics tests show an improving trend. In 2000, they were above average and well above average compared to similar schools. Science test results were in line with the national average and average compared to similar schools. The trend in the school's average National Curriculum points for all three core subjects between 1996 and 2000 was broadly in line with the national trend. Students of all abilities achieve well in English and mathematics. Inspection evidence shows that achievement in science is now higher than that indicated by the 2000 results although a greater range of resources are needed to fully realise the potential of high attainers, particularly in Year 9.

The average total GCSE points score per student in 2000 was well above the national average and in the top five per cent compared to similar schools. The proportions of students who achieved five or more GCSE A*-C and five or more A*-G grades were above the national average and well above average compared to similar schools. All groups of students achieve well. English literature GCSE grades are well above average whilst English language results are average. Students' speaking, listening and reading skills are well above average but their overall literacy skills in Years 10 and 11 are not as high as they could be. Standards in English, mathematics and science for the current Year 11 cohort are higher than those indicated by the 2000 GCSE examinations.

GCE A level results are above average and show an upward trend. Boys performed better than girls in 2000 but the opposite was the case in 1999. The proportion of students who achieved A and B grades at A level improved from 32 per cent in 1999 to 43 per cent in 2000. The average A/AS level points score of candidates entered for two or more A/AS levels was above average in 2000. In General National Vocational Qualification (GNVQ) business courses at advanced and intermediate levels, nearly 90 per cent of the 94 candidates achieved a merit or distinction. A very high number of students go on to university education each year, including a significant number to Oxford or Cambridge.

All students, including those with special educational needs, make good progress. Students are confident and articulate, and have good literacy and numeracy skills. These skills support work in all subjects and help to maintain overall high levels of attainment. Students for whom English is an additional language make good progress. Information and communication technology skills are above average. Students of all minority ethnic groups are achieving well and making good progress in relation to their attainment levels on entry to the school.

STUDENTS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Students are highly motivated and eager to learn. They have inquiring minds and are confident to think for themselves and be independent. |
| Behaviour, in and out of classrooms | Very good. Teachers have a consistent approach to rewards and sanctions throughout the school and are perceived by students as being firm, fair and consistent. |
| Personal development and relationships | Very good. Students are exceptionally mature, responsible and courteous, and relationships are very good. |
| Attendance | Average. Attendance procedures are rigorous and effective. |

TEACHING AND LEARNING

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

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

Teaching is consistently good in all key stages. Teaching was excellent in 5 per cent of lessons, very good in 39 per cent, good in 46 per cent, satisfactory in 8 per cent and unsatisfactory in 2 per cent.

A key factor in the good quality of teaching is the consistency with which all teachers apply school procedures firmly, fairly and consistently and use the student diaries as an effective means of communicating with parents and for noting rewards and sanctions. The strengths in teaching are very good subject knowledge and understanding, high expectations, and the quality and use of teachers' assessment of students' work to help raise their standards. Lessons are carefully planned to meet students' levels of attainment, for example, when responding to targets set out in individual education plans for those with special educational needs. Students with English as an additional language achieve well because basic numeracy and literacy skills are well taught in Years 7 to 9.

Students are eager to learn and complete their work within the deadlines set. They develop their ideas through responding to rigorous questioning and take an active part in discussion. Students quickly develop the ability from Year 7 onwards to sustain concentration in lessons. However, in a few lessons where the teaching is generally satisfactory or unsatisfactory, students make too little progress mainly because the work is either too easy or too hard.

The quality of teaching in English, mathematics and science is good in all year groups. It is generally good in most subjects. Information and communication technology (ICT) is taught well. Since the last inspection, improved computer facilities have enabled teachers to include opportunities for students to apply their ICT skills in most subjects.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum meets students' needs for GCSE, A and AS level and for General and National Vocational Qualification courses. Statutory requirements are met. A wide range of extra-curricular activities and educational visits enhances the day-to-day curriculum. |

| | |
|---|---|
| Provision for students with special educational needs | Good. Students make good progress in both their academic and personal development. Individual education plans have clear targets and work is modified for students when appropriate. |
| Provision for students with English as an additional language | Good. Students achieve well because they are given good support by specialist staff and subject teachers. |
| Provision for students' personal development, including spiritual, moral, social and cultural development | Excellent in all respects. |
| How well the school cares for its students | The school has very good systems for caring for students and for monitoring and supporting both academic and personal development. These strengths contribute to the very high rate of students staying on into the sixth form. Assessment arrangements are very good. Child protection procedures are good. The school works well in partnership with parents. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher is a very skilful leader who expects, and receives, high levels of performance from teachers, support staff and students. Managers at all levels work well together as a team to maintain high standards. |
| How well the governors fulfil their responsibilities | Very well. Governors are very well informed and monitor the school's work through visits and reports. |
| The school's evaluation of its performance | Very good. The school uses the full range of comparative data available to track students' achievement. |
| The strategic use of resources | Very good. The school has absorbed a considerable increase in student numbers with great efficiency. Financial resources are generally distributed fairly between year groups but with a weighting towards Years 7 to 9. This helps to provide a firm base for subsequent student achievement throughout the upper school. The school seeks to get the best value in purchasing goods and 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"> • Teaching is good. • Students make good progress. • Students are expected to work hard. • Behaviour is good. • The school enables students to become mature and responsible adults. • The school is well led. | <ul style="list-style-type: none"> • Homework. • The school working more closely with parents. |

Inspectors' judgements agree with parents' favourable views. However, inspection evidence shows that homework is set in line with a reasonable school policy and is an important factor in the high standards achieved. The school has good procedures for working with parents and keeping them informed about

the life of the school and about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards students attain are well above average and very high compared to similar schools. Students make good progress and achieve well.

1. Students enter the school with just above average attainment levels. They make good progress through the school and attain well above average standards in national tests by the age of 14, and in most of their GCSE examinations. Students' average Key Stage 3 points in national tests are well above the average compared to similar schools. In GCSE examinations, students' average point scores are very high compared to similar schools. Students' grades at A level and in GNVQ courses are above the national average. The school consistently meets its very demanding targets for the percentage of five or more GCSE grades A*-C. There were no significant differences between the attainment of boys and girls. Current standards in Year 11 in the core subjects of English, mathematics and science are higher than those 2000 GCSE results. Students of all minority ethnic groups are achieving well and making good progress in relation to their attainment levels on entry to the school. Overall, standards for all groups of students confirm the school's education inclusion policy.
2. In English Key Stage 3 tests, between 1998 and 2000, the average point score per pupil has consistently been well above average. It was well below average in 1996. The overall trend is one of improvement and in 2000 it was much higher than at the time of the last inspection. Most students are confident and articulate speakers. They listen well, and discussion is often used by teachers as a means of developing reasoning and understanding. Reading, speaking and listening skills are above average. Students are able to find information consulting a range of resources, including the Internet. Writing skills are developed well in Key Stage 3. Above average literacy skills support work in all subjects and help students reach levels of attainment well above average. In the 2000 GCSE examinations, all students were entered for both English literature and English language. The proportion who achieved grades A*-C in literature was well above the national average and in English language was at the national average. The school recognises the need to improve literacy in Years 10 and 11. In A level GCE English, students achieved a well above average percentage of A or B grades.
3. In Key Stage 3 mathematics tests, between 1998 and 2000, the average point score per pupil has risen from broadly in line with to above the national average. Students' average point score in mathematics is significantly higher than at the last inspection. Numeracy skills are above average and are reinforced in other subjects, such as measuring skills in design and technology. In 2000, the proportion of students who achieved GCSE grades A*-C in mathematics was well above the national average. Students have a strong grasp of all aspects of mathematics and apply their mathematical skills effectively to help their progress in other subjects. For example, in Key Stage 4, students in science demonstrated their competence and confidence in manipulating algebraic expressions and solving different types of equations. A level GCE mathematics results show consistently good results, with 47 per cent achieving a grade A or B in 1999 and 2000.
4. In science tests at age 14, between 1998 and 2000, the average point score per pupil has been consistently broadly in line with the national average. The average point score in science is much the same as at the last inspection. Students of all attainment levels have a science vocabulary adequate to make good progress. However, higher attainers in Year 9 are not sufficiently challenged because the range of resources available to extend their knowledge and understanding is limited. In 2000, the proportion of students who achieved GCSE grades A*-C was at the national average. Students' achievement in A level science examinations are very good: students gained well above average proportions of A and B grades in physics and chemistry in 2000.
5. Students have above average information technology and keyboard skills. Most are familiar with a range of applications and use computer programs confidently. For example, students manipulate spreadsheets and use advanced software for presentation of their work. The geography department has a good web-site and on-line facility.

Management at all levels is very good and makes a major contribution to students' high levels of achievement in all years. The headteacher's leadership is outstanding. He is given very good support by governors and the senior management team.

6. The school's clearly stated aims and values are shared and are realised in the everyday life of its community. What is written about in the documentation actually happens in school. Governors, staff, students and parents share the headteacher's vision for the school. It is of a learning culture for students and staff within the framework of a strong multicultural community. Through the headteacher's outstanding leadership, very good progress towards achieving this vision has been made since the last inspection. Students have very good attitudes to learning. Teaching and non-teaching staff show great commitment to the school and to students and are eager to extend their expertise through continuing professional development. Governors, staff, students and parents work closely together to maintain high standards of achievement across the full range of activities in the school.
7. The school's management structure is effective. The development plan is comprehensive, detailed and well structured, with clearly defined targets. Arrangements for monitoring students' progress are very good. A member of the senior management team with specific responsibility for monitoring and analysing student achievement, produces very informative statistics on a regular basis. All senior managers review this information before preparing their development plans. The school's assessment database regularly tracks each student's progress and is used well by staff to set individual targets within a framework of high expectations. Lines of communication within the school are clear, open and effective, which contributes to the unity between all teaching and support staff. Senior staff support the headteacher well and are effective in creating a positive learning ethos around the school.
8. Heads of subject and year heads manage their areas of responsibility well. New heads of department, for example, in modern foreign languages and science, settle in to the school routines quickly and they are already having a positive impact on standards. Management decisions are carefully considered with the specific aim of driving standards up whilst building on the current strengths of the school.
9. Financial resources are allocated efficiently. The substantial improvement in standards since the previous inspection has, in part, been due to the allocation of sufficient staffing resources to ensure that pupils from all backgrounds and cultures are given a good start to their secondary education in Years 7, 8 and 9. All heads of department have a programme for observing staff teach in their subject.
10. Governors monitor the work of the school through frequent planned visits and reports from senior staff. The governing body is well informed and gives strong support to the headteacher and staff. Governors have worked with the senior management team in improving accommodation and learning facilities by successfully supporting bids for funding from the local education authority and from central government funds. For example, the new building is a result of effective strategic planning by the headteacher and the governing body. The budget is efficiently and effectively managed, a judgement which is confirmed by the most recent auditor's report. Principles of best value are applied well and spending is closely linked to the school development plan. Parents feel the school is well led and managed.
11. Administrative staff support the school well and the well-kept grounds, buildings, classrooms and corridors make a very good first impression on the visitor. The quality of display is very high around the school and enhances the learning environment.

Teaching is consistently good and students' attitudes to learning are very good.

12. Teaching is good in 46 per cent of lessons, very good in 39 per cent and excellent in a further five per cent. It is satisfactory in eight per cent of lessons and unsatisfactory in two per cent. These percentages represent a very significant improvement since the last inspection.

13. Good teaching occurs throughout the school and enables students of all abilities to make good progress and achieve high standards. The considerable emphasis on improving the range of teaching styles since the last inspection has borne fruit. There has been a higher than average turnover of teaching staff but management skills have been such that there is a remarkable consistency between teachers in applying the school's teaching and learning policy. The school's accreditation for Investor in People status since 1994 is reflected in the very good professional development programme for teaching and support staff. The school development plan includes specific targets for staff in-service training.
14. There are three major strengths in teaching. The first is teachers' high expectations. These are exemplified by their good subject knowledge, by the good quality lesson planning and by their understanding of how to teach students to achieve high standards. These are key factors in enabling students to fulfil their academic potential. Lessons are planned to include a sequence of progressively harder tasks, which enables students to cope with demanding work. An example was seen in an excellent mixed ability Year 7 German lesson about the local environment of the school. The teacher's authoritative subject knowledge was well communicated and included a very good initial session on challenging students' prior understanding; this secured their interest and commitment. The well-planned lesson was executed entirely in German and students made great gains in knowledge and language skills through excellent teaching. There was pace and very high challenge in the teaching. In nearly all lessons, students work hard, concentrate well and are keen to learn. A particular characteristic of the school is that students, as well as staff, have high expectations of themselves, as their teachers have of them.
15. The second strength is that high standards are based on very good teaching of basic skills, which are acquired by students from Year 7 onwards. Students gain well above average skills of speaking and listening, reading, writing and numeracy in Key Stage 3. These skills underpin their work in all subjects and encourage students to be independent, researching topics for themselves and learning to draw conclusions and form opinions. In an excellent Year 8 geography lesson, the students were engaged in an investigative exercise comparing the physical geography of Japan and India. There was a strong emphasis on thinking skills and on teamwork in group tasks. Students grew in confidence through the lesson and made very good progress, with sensitive support from the teacher. They were able to refer to key geographical words on display and worked in a stimulating learning environment. The lesson's objectives of developing students' thinking skills in collaborative groups were well met.
16. The third major strength is that teachers know their students and their needs very well. The teachers' assessment of how successfully students are learning in lessons is of high quality. It enables them to match work appropriately to the attainment levels of individuals and of groups. The written work of most students of all ages and abilities is marked in a helpful and constructive way. In addition, teachers use careful and effective questioning in their assessment of students' progress. At the beginning of lessons, they check what students remember and in the course of the lesson they check knowledge and understanding periodically. Questions are also used to develop knowledge and understanding; open questions encourage independent thinking. In most lessons students are encouraged to question information presented to them and to think for themselves. Teachers draw on the school's comprehensive assessment database to help them in pitching their expectations of groups of pupils at the right level.
17. Homework is well designed and supports learning very effectively. A range of tasks is set, including some that encourage students to acquire knowledge and understanding for themselves.
18. Good teaching, allied to a consistent implementation of the school's teaching and learning policy, is a major contributory factor in students' very good attitudes to learning. In the few lessons with some shortcomings in pace and challenge, sometimes students themselves come to the rescue with pertinent questions which drive the lesson at a pace it otherwise would not have.

Provision for students with special educational needs and for those with English as an additional language is good and reflects the school's strong inclusive approach to education.

19. The school is successfully implementing an inclusive approach to education. Clear and comprehensive procedures are in place to identify students with special educational needs, including potential high achievers. Good analyses of data kept by the school show that these students make very good progress in relation to their attainment on entry to the school. Management of the provision for special educational needs is good. Specialist support staff regularly update their skills in order to respond sensitively to students' needs. The school has made very good progress since the last inspection in its provision for students with special educational needs.
20. Provision and support for students with English as an additional language are good and enables students to make rapid progress in language skills. The school makes good use of support available from the local education authority and from the wider community when, for example, working with students of Somalian origin.

The school ethos, including students' spiritual, moral, social and cultural development, is excellent.

21. The overall provision for the personal development of students is excellent. There is a clear, well-thought-out philosophy for the spiritual, moral, social and cultural development of students.
22. Staff provide very good role models, and the strong partnership between school and home encourages spiritual, moral, social and cultural development. All students follow a full or short GCSE course in religious education. Provision for spiritual development is not solely the domain of the school's successful religious education department. Assemblies and provision for a 'thought for the day' meet statutory requirements for the daily act of worship. Assemblies are well prepared, contain significant depth, offer opportunities for reflection, involve students and are acceptable to the multi-faith society in the school. Students respond well to assemblies, listen attentively and respect speakers and their views.
23. Opportunities for students to gain self-knowledge and consider life issues permeate a broad spectrum of the school curriculum. On mornings when students are not in assembly, tutors lead discussions on the thought for the day which are frequently linked into the cross-curricular time allocated each week for personal, social and health education (PSHE). The climate of high expectations encourages moral development. Provision for sex education and drugs awareness is good through PSHE. The school makes very good use of outside agencies such as the police in such work. There is a strong emphasis on students working together co-operatively in lessons and in activities outside lessons, particularly in sport, music and drama. This is a socially inclusive approach. Students are also expected to develop independence in working in lessons and through their homework.
24. Students perceive the school council as a very effective means whereby they can contribute to the life of the school. It is an excellent forum for the development of citizenship. Student councillors are impressively articulate and constructive. The school council has a high profile and advertises its successes and proposals well throughout the school. It has addressed a wide range of issues and has been successful in achieving improvements to the dining hall arrangements and other amenities around the school. The headteacher and senior staff consult the school council on a wide range of whole-school issues. Students take a significant part of the responsibility for making sure that the school policies, such as the anti-bullying policy, are followed through in practice around the school.
25. Students are expected to shoulder responsibility. Opportunities to do so are woven into the daily life of the school and provided through the extensive range of extra-curricular activities. Students are given the responsibility to act as receptionists and guides for visitors. Residential and educational visits play a part in social development, as well as contributing to students' cultural development. Many other wide-ranging initiatives enrich the curriculum and provide opportunities for students to mature and prepare for adult life. These activities include chess and jewellery clubs and homework and subject-based revision clubs. The school's English Sports Council's Sportsmark Award recognises the high quality of the physical education curriculum and extra-curricular provision. Students in Years 7 to 10 participate in activity days which provide a combination of social and skill development activities. Links with local industry are strong through

the school's involvement in the Education Business Partnership. Many sixth form students participate in the Duke of Edinburgh Award Scheme. Drama productions and music events such as the Eastern Evenings are hugely popular with students. The annual Charity Week raised over £11,000 in 1999-2000. Year 11 girls won first prize at Brands Hatch for a car designed and constructed in the design and technology department.

26. A significant factor in the success of the school is the contribution made by sixth form students. The sixth form is an integral part of the school. Sixth formers provide very mature role models for younger students. They work with younger form groups and support them effectively in their personal and academic development. Senior students play a visible and responsible role and show great pride in the school. Very few students leave the school after sitting their GCSE examinations at the end of Year 11; most continue into the sixth form.
27. The school has very good systems for monitoring and supporting students' academic and personal development. The tutor group system provides strong personal support. Teachers monitor underachievement and respond where necessary. The school keeps parents well informed and works closely with them in supporting their children's academic and personal development.

WHAT COULD BE IMPROVED

Students' literacy skills in Years 10 and 11.

28. Students' literacy skills are well above average by the age of 14 and standards are above average by the age of 16. Students' speaking, listening and reading skills continue to develop well in Years 10 and 11 and their responses to literature are perceptive. However, a minority of students find difficulty in writing with appropriately idiomatic expression. The school is aware of this weakness and has already embarked in its development plan on a range of strategies to remedy this deficiency. The most significant projects include extending into the upper school the school's well-thought-out literacy policy involving all subjects and working closely with the librarian to encourage students to read more widely.

Learning resources in science in Year 9 for high attainers.

29. The newly appointed head of science has a clear vision for raising standards and has a good grasp of what is required in the department. The accommodation is excellent and the match of teachers and support staff to the requirements of the curriculum is very good. There is a shared commitment to improving standards in Years 7 to 11 so that they match those in English and mathematics. However, the range of learning resources for high attainers, particularly in Year 9, is limited. For example, whilst all students have appropriate books and access to computers, data-logging sensors and interfaces are not yet sufficient for classwork.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. **To raise standards further, the headteacher, governors and staff should:**

develop further students' literacy skills in Years 10 and 11 by

- implementing fully the initiatives already identified in the school development plan;
 - greater sharing of good practice between departments and teachers.
- [Paragraphs 8, 29]

develop resources in science for challenging more able Year 9 students more effectively by

- extending the range of available teaching resources including computer software.
- [Paragraphs 10, 30]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 84 |
| Number of discussions with staff, governors, other adults and students | 32 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 5 | 39 | 46 | 8 | 2 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's students

| Students on the school's roll | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of students on the school's roll | 1334 | 477 |
| Number of full-time students known to be eligible for free school meals | 273 | 0 |

| Special educational needs | Y7 – Y11 | Sixth form |
|---|----------|------------|
| Number of students with statements of special educational needs | 23 | 3 |
| Number of students on the school's special educational needs register | 228 | 6 |

| English as an additional language | No of students |
|---|----------------|
| Number of students with English as an additional language | 1542 |

| Student mobility in the last school year | No of students |
|--|----------------|
| Students who joined the school other than at the usual time of first admission | 49 |
| Students who left the school other than at the usual time of leaving | 73 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.8 |
| National comparative data | 6.3 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.7 |
| National comparative data | 0.4 |

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

Attainment at the end of Key Stage 3

| | | | | |
|--|------|------|-------|-------|
| Number of registered students in final year of Key Stage 3 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 138 | 137 | 275 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of students at NC level 5 or above | Boys | 103 | 103 | 79 |
| | Girls | 114 | 95 | 75 |
| | Total | 217 | 198 | 154 |
| Percentage of students at NC level 5 or above | School | 79 (79) | 72 (67) | 56 (63) |
| | National | 63 (63) | 65 (62) | 59 (55) |
| Percentage of students at NC level 6 or above | School | 48 (42) | 48 (42) | 29 (27) |
| | National | 28 (28) | 42 (38) | 30 (23) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of students at NC level 5 or above | Boys | 73 | 97 | 93 |
| | Girls | 102 | 94 | 96 |
| | Total | 175 | 191 | 189 |
| Percentage of students at NC level 5 or above | School | 64 (63) | 69 (66) | 69 (63) |
| | National | 64 (64) | 66 (64) | 62 (60) |
| Percentage of students at NC level 6 or above | School | 29 (31) | 42 (44) | 30 (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

| | | | | |
|--|------|------|-------|-------|
| Number of 15 year olds on roll in January of the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 146 | 114 | 260 |

| GCSE results | | 5 or more grades A* to C | 5 or more grades A*-G | 1 or more grades A*-G |
|---|----------|--------------------------|-----------------------|-----------------------|
| Numbers of students achieving the standard specified | Boys | 72 | 138 | 140 |
| | Girls | 75 | 110 | 110 |
| | Total | 147 | 248 | 250 |
| Percentage of students achieving the standard specified | School | 57 (56) | 95 (96) | 96 (97) |
| | National | 47.4 (46.6) | 90.6 (90.9) | 95.6 (95.8) |

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

| GCSE results | | GCSE point score |
|---------------------------------|----------|------------------|
| Average point score per student | School | 45 |
| | National | 38.4 |

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

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

Attainment at the end of the sixth form

| Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations | Year | Boys | Girls | Total |
|---|------|------|-------|-------|
| | | 2000 | 72 | 67 |

| Average A/AS points score per candidate | For candidates entered for 2 or more A-levels or equivalent | | | For candidates entered for fewer than 2 A-levels or equivalent | | |
|---|---|--------|------|--|--------|-----|
| | Male | Female | All | Male | Female | All |
| School | 17.9 | 17.9 | 17.9 | 3.3 | N/A | 3.3 |
| National | 17.7 | 18.6 | 18.2 | 2.6 | 2.9 | 2.7 |

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

| Vocational qualifications | | Number | % success rate |
|---|----------|--------|----------------|
| Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied | School | 74 | 98 |
| | National | | 76.5 |

Ethnic background of students

| | No of students |
|---------------------------------|----------------|
| Black – Caribbean heritage | 2 |
| Black – African heritage | 88 |
| Black – other | 16 |
| Indian | 1106 |
| Pakistani | 304 |
| Bangladeshi | 31 |
| Chinese | 20 |
| White | 145 |
| Any other minority ethnic group | 109 |

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 6 | 0 |
| Black – other | 0 | 0 |
| Indian | 11 | 4 |
| Pakistani | 2 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 4 | 0 |
| Other minority ethnic groups | 13 | 1 |

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 113.0 |
| Number of students per qualified teacher | 16.0 |

FTE means full-time equivalent.

Education support staff: Y7 – Y13

| | |
|---|-----|
| Total number of education support staff | 18 |
| Total aggregate hours worked per week | 507 |

Deployment of teachers: Y7 – Y13

| | |
|---|------|
| Percentage of time teachers spend in contact with classes | 70.9 |
|---|------|

Average teaching group size: Y7 – Y11

| | |
|-------------|----|
| Key Stage 3 | 23 |
| Key Stage 4 | 22 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|-----------|
| Total income | 4,689,463 |
| Total expenditure | 4,615,132 |
| Expenditure per student | 2,624 |
| Balance brought forward from previous year | 228,065 |
| Balance carried forward to next year | 302,596 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|------|
| Number of questionnaires sent out | 1811 |
| Number of questionnaires returned | 106 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 29 | 7 | 0 | 0 |
| My child is making good progress in school. | 48 | 51 | 1 | 0 | 0 |
| Behaviour in the school is good. | 43 | 47 | 8 | 2 | 0 |
| My child gets the right amount of work to do at home. | 47 | 36 | 13 | 1 | 3 |
| The teaching is good. | 43 | 49 | 6 | 2 | 1 |
| I am kept well informed about how my child is getting on. | 55 | 36 | 8 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 30 | 5 | 5 | 4 |
| The school expects my child to work hard and achieve his or her best. | 70 | 26 | 5 | 0 | 0 |
| The school works closely with parents. | 44 | 38 | 9 | 4 | 5 |
| The school is well led and managed. | 52 | 35 | 5 | 3 | 6 |
| The school is helping my child become mature and responsible. | 52 | 34 | 9 | 1 | 4 |
| The school provides an interesting range of activities outside lessons. | 50 | 36 | 6 | 2 | 7 |