

INSPECTION REPORT

KING EDWARD VI FIVE WAYS SCHOOL

Bartley Green, Birmingham

LEA area: Birmingham

Unique reference number: 103552

Headteacher: Mr. Peter Limm

Reporting inspector: Terence Parish
15465

Dates of inspection: 17th – 20th January 2000

Inspection number: 185598

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Voluntary Aided
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Scotland Lane Bartley Green Birmingham
Postcode:	B32 4BT
Telephone number:	0121 475 3535
Fax number:	0121 477 8555
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr. L. K. Harding
Date of previous inspection:	16 th October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Terence Parish	Registered inspector
John Fletcher	Lay inspector
Krycia Butwilowska	Team inspector
Mick Mitchell	Team inspector
Judith Tolley	Team inspector

The inspection contractor was:

Penta International

“Bradley”
15 Upper Avenue
Eastbourne
East Sussex
BN21 3XR

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The Registrar
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	6
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	11
Standards of attainment of pupils	
Managing significant change	
Leading and identifying changes	
Providing a civilised community	
Information and communication technology	
The library	
Sport, drama and music	
WHAT COULD BE IMPROVED	14
Teaching	
Monitoring by heads of department	
School Development Plan	
Pupils' standards of attainment in GCSE	
Pupil and parent participation in school developments	
Range of pupil activities outside the class	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
THE SIXTH FORM	19
PART C: SCHOOL DATA AND INDICATORS	20

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided selective co-educational grammar school within the King Edward Foundation. About one third of pupils are from outside Birmingham. It has 815 pupils, smaller than average, but considerably larger than at the time of the last inspection and it will expand much further. Girls will progressively enter every year as co-education proceeds and Years 7 and 8 and the sixth form are currently mixed. The proportion of pupils identified as having English as an additional language, 21%, is high compared with the national average but not within the local authority. The proportion of pupils entitled to free school meals, 4%, is lower than the national average and very low within the local authority. A very small number of pupils are identified as having special educational needs. The attainment of the pupils on entry to the school is well above average.

HOW GOOD THE SCHOOL IS

King Edwards VI Five Ways is a good grammar school, with some very good and excellent characteristics. It has very effectively managed the introduction of girls from age 11 and a corresponding and ongoing expansion of pupil numbers. Pupils attain very high standards, generally appropriate to their abilities, due to their own very good attitudes and excellent behaviour, supported by good teaching. The school is poised to further improve under the headteacher, appointed in September 1999, who gives very good leadership. The school gives good value for money.

What the school does well

- Most pupils achieve appropriately high standards of attainment at Key Stage 3, Key Stage 4 and in the Sixth Form compared to national averages and the averages for similar schools.
- The governing body manages significant changes, such as school expansion and the introduction of co-education very well.
- The new headteacher is very good at leading and implementing changes, for example, staff responsibilities, school planning and school evaluation.
- The school is a civilised community that fosters learning, personal development and care for each other. It has very high standards of cleanliness and provides excellent food.
- Equipment for information and communication technology is very good and used effectively by pupils, who attain high standards. The subject is very well managed and led.
- The library is an excellent resource for private study and pursuing interests and is very well managed.
- The provision and opportunities for sport, drama and music are excellent.

What could be improved

- Though teaching is good overall there is a small amount of unsatisfactory teaching, the quality of marking is variable and all pupils are not always sufficiently challenged.
- Some heads of department do not sufficiently monitor pupils' work and attainment.
- The governors have not agreed a school development plan.
- Pupils' overall standards at GCSE, particularly at higher grades, could be improved a little further.
- The participation of parents and pupils in school issues is not sufficient.
- The range of pupil activities, available outside the classroom, is not as broad as it might be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very high standards of pupils' attainment have been maintained through significant changes. There are now 123 additional pupils on roll. The school became co-educational in 1998 and

lost grant maintained status. Two deputy headteachers have been appointed since the last inspection and a new headteacher in September 1999. The key issues raised in the last report have not been fully addressed.

Work has been done to improve the range and quality of pupils' language skills, but spelling is not consistently accurate. A learning and teaching group has been established to share good teaching practice and teaching has improved, from about 20% unsatisfactory then to 9% now, but some otherwise satisfactory teaching still contains weaknesses, such as a lack of variety in tasks. There is now a clearer statement of school aims, but the development of them for planning, monitoring and evaluation is only now beginning. The use of systems that measure the progress of pupils in relation to statutory testing is being developed. However, the use, by teachers, of such data as Key Stage 3 test results to set pupil expectations and modify teaching and learning to help pupils reach them is not developed sufficiently. The correction and marking of pupils' work is still inconsistent and the quality of comments meant to help pupils improve is variable. The pupils' self esteem appears now to include recognition of success in a variety of forms and the personal and social education programme is supportive. Provision for religious education is now satisfactory and school assemblies involve the whole school and are very good.

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
	1997	1998	1999	1999
GCSE examinations	A*	A*	A*	A
A-levels/AS-levels	A*	A*	A*	

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

A* means that pupils' attainment is that of the highest 5% nationally in all schools. The A compares performance to grammar schools and, in this school, it reflects a position within the top 25% and just below the top 5% of grammar schools. The schools' GCSE average points score has been rising over the last five years a little faster than the national trend and more markedly so between 1998 and 1999. At Advanced level the average points score per pupil was above the average for grammar schools in 1999, despite a dip in an improving trend over 3 years. The school's targets for better performance in GCSE grades and average points scores at GCSE and A level are relatively small increases, as they must be at this high attaining end of the market. They are attainable with appropriate improvement in relatively weaker subjects, such as modern foreign languages. The standard of pupils' work generally reflects their capabilities. Pupils are particularly numerate and well able to explain their answers and ideas. Attainment in mathematics and science is very good and in English good. Girls, in all subjects, have been well integrated and are working at appropriately high levels. Pupils show growing capability in the use of computers during Key Stage 3 and have well above average understanding by the end of Year 10. Sixth formers are similarly developing

this area within Key Skills, boys being more often inventive than girls due to a generally sounder background in the use of computers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to do well. They follow rules and respect the facilities.
Behaviour, in and out of classrooms	Excellent. Not possible to fault it during the inspection. Very mature in corridors. Very civilised at lunch.
Personal development and relationships	Excellent. Most take opportunities available to them. Relationships between each other supportive.
Attendance	Very good. Well above the national average.

Pupils work hard towards the goals they perceive as necessary for their futures. They are thoroughly nice people willing to work as a community and embrace opportunities presented to them, including taking on responsibilities, for example, in the library.

TEACHING AND LEARNING

Teaching of pupils:	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 good overall. Of 56 lessons observed, 91% were satisfactory or better and 18% very good or better. Except for one lesson in science, the other 4 unsatisfactory lessons were in modern languages. The overall standards of English, mathematics and science teaching are good and English is consistently so. Most subjects have a range of very good to satisfactory teaching. In the best lessons, pupils are challenged, there is a good pace, a variety of activities and pupils are involved in their learning. Some of these good points are missing in otherwise satisfactory lessons which still succeed because pupils want to learn. The quality of homework and teachers' marking is variable with improvement needed by some teachers.

Pupils' literacy skills are well developed in all subjects. Spelling, by some pupils in Key Stage 3, is not consistently accurate. Most pupils are very numerate on entry to the school and maintain high standards. Very few pupils are identified as having special educational needs and none have academic problems. The school is accessing Excellence in Cities funding to help support the most able pupils who are currently not always sufficiently recognised or given appropriate work, particularly in Year 7.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. An enhanced National Curriculum. Added breadth at A level. Drama, music and sport opportunities excellent. No vocational courses. A Key Skills course has begun in the sixth form in anticipation of impending national requirements.
Provision for pupils with special educational needs	Good. There are few and additional support is in the process of being pursued.
Provision for pupils with English as an additional language	No additional provision has been made, as it is not considered a hindrance to learning. The attainment of these pupils is not monitored sufficiently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual satisfactory, moral excellent. Social very good and cultural satisfactory.
How well the school cares for its pupils	Very good. Form teacher and pastoral links valued by most pupils.

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 moving rapidly on establishing a line management system and procedures for evaluation with the full support and co-operation of senior staff and other teachers.
How well the governors fulfil their responsibilities	Satisfactory. Very significant change has been effectively and determinedly followed through in recent years, but there is no school development plan.
The school's evaluation of its performance	Satisfactory overall. An eye has been kept on examination performance but the last action plan has not been effectively carried through nor have all strategies for improvement been put in place.
The strategic use of resources	Very good. The King Edward Foundation is very efficient in this respect for this school.

In issues related to "Best Value", the school does compare itself to similar schools and this seems to be pursued to unnecessary lengths by some parents looking at other Foundation schools. However, the school does not yet question what it provides, or seek parents' and pupils' views about what is offered and a significant minority of parents indicated they would like to be involved more. The school strives for best value for expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Standards of work and pupils' progress.• Behaviour and attitudes of pupils.• Standards of teaching.• Personal development of pupils.• The school is a civilised community.	<ul style="list-style-type: none">• Quality and management of homework.• Consultation, debate, about broad educational issues.• The range of activities available outside lessons.

The inspection team thanks the many parents who contributed to the inspection process. The pupils and students are a credit to themselves and to you. Homework is not consistently useful or set when it is supposed to be, marking is variable and does not always help pupils improve. There is room for improved consultation and parents should channel any concerns to the headteacher. A good vehicle for pupils to use might be the School Council, due to begin soon. The range of extra curricular activities is a little narrow, the Duke of Edinburgh Scheme is not well developed and does not extend into the sixth form.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment of pupils

1. Pupils' attainment on entry to the school in Year 7 is high. For the current year 7, their Key Stage 2 test results place them around or above the top 5% nationally. Their mathematics results are very high. It is difficult to establish if pupils' attainment on entry has been quite this high in previous years and girls entering from 1998 are likely to have raised it. There is some evidence, anecdotal and from selection examinations, that pupils' standards in mathematics have always been higher than their English standards

2. During Key Stage 3 this level of attainment is more or less maintained. In the 1999 results science and mathematics attainment were within the top 5%, whilst English attainment was just at the top 25%. This group of pupils entered the school two years earlier of course and there is no indication that standards in English slip over the Key Stage. However, about 20% of these pupils do have English as an additional language, which is not necessarily their first language in the home, and their attainment within English is not sufficiently monitored.

3. By the end of Key Stage 4, in 1999, GCSE results are as explained in the Standards section of this report (page 7). Average points are close to the top 5% nationally, similar to where they are now on pupils' entry and perhaps a little higher than where they were when these pupils entered the school. The relative pecking order of the core subjects remains the same too. English average points per pupil are average, mathematics are above average. Science is about average but the picture is a little complicated and will be explained in the next paragraph. The proportion of pupils who gain 5 A*-C grades at GCSE is a yardstick of standards that parents look for. In this school, in 1999, it was 98%, a little above average for a grammar school. However, as 100% takes a school up to the top 5% it is a statistical knife-edge and, in 1999, the results of one pupil made the difference. How this school might be nudged a little higher is discussed in "What Could Be Improved" (page 16).

4. The proportion of pupils who attained A* and A grades in GCSE mathematics is very high, much higher than English and is, at least in part, a natural follow through from pupils' standards on entry. GCSE science is a little complicated because pupils either follow a course leading to two GCSE's in science or follow three separate sciences. In 1999 about half followed each route and their attainment before entry to the courses was mixed. Comparing points scores per pupil in each of these science courses against the average points scores in grammar schools, double science and physics are average, chemistry and biology below average with biology weakest. Both double science and biology have relatively lower proportions of pupils at higher grades.

5. In other GCSE subjects in 1999, the results in physical education and information technology were well above average, history, art and religious studies above average.

6. In the sixth form, students, mainly girls, join the school from elsewhere. At the time of the last inspection there were indications that girls were under-achieving. There is no evidence of that now and the school does monitor attainment by gender. However, a watching brief needs to be kept and will assume new significance as girls move up the school. A

national system is used to measure students' performance against their previous GCSE results. It indicates that results are better than what might be expected. In 1999 history and general studies do particularly well, whilst languages and design slip. Comparing average points scores per pupil with other grammar schools, for subjects with entries of 10 or more, history is well above average, English, chemistry and classics above average, physics and biology average, and mathematics, design, geography and religious studies below average. Over the previous three years mathematics just about holds its own, while further maths does less well and biology does better than chemistry and physics.

Managing significant change

7. Since the last inspection the governors have taken the decision for the school to go fully co-educational and this began in September 1998. Although girls have entered the sixth form for some years previous to this it was a significant change and the school is the only selective, non fee paying, co-educational school in the West Midlands. Letters from parents, written to the registered inspector, and comments made at the pre-inspection parents' meeting were very complimentary on the way the school has managed the introduction of girls and is continuing to do so. The inspection team looked at equality of opportunity, pastoral arrangements and talked to girls in Years 7 and 8 and can confirm that this innovation in school life was well thought through and continues to be very well managed. There has also been a spin off as the need to monitor how well girls continue to be integrated into the school has also led to generally better evaluation of the schools' work in those years.

8. The school has also increased in size since the last inspection and is planned to continue to do so until 2004 when, with over 1000 pupils, it will be the largest selective school in the area. The governing body has planned well for this ongoing expansion and spent £3 million on new buildings and development in preparation for it. Some improvements to laboratories are still needed and these were being considered during the course of this inspection.

Leading and identifying changes

9. The headteacher was appointed in September 1999. He has recognised that the school's ability to monitor and evaluate itself, for example in terms of pupils' attainment, teaching and departmental management, needs strengthening. He has put in place strategies for improvement, for example, line management roles for senior staff, and inspection confirms that these have been developed with the full support of school staff. The headteacher has also recognised the need for a school development plan that reflects best practice and the objectives and aims of draft documents seen during the inspection include most of the significant areas for improvement identified within this report.

Providing a civilised community

10. Many parents commented on the school being civilised and the inspection team can only concur. During the inspection many observations led to this judgement and include the following. Pupils entered and left the school through the main entrance, they trusted each other sufficiently to use cloakrooms and did not jostle each other or make unnecessary noise in corridors. They moved purposefully to lessons, helping any visitors on the way. At lunchtime they queued calmly and then selected their food and cleared away without leaving

any mess. The food is excellent, well appreciated by all and presented and served in a civilised manner. The school is clean and well-maintained, due in no small part to the pupils who do not create dirt and litter or damage anything, so that the cleaning and maintenance staff are able to do their jobs effectively. In conversation, pupils give considered opinions, make rational judgements about subjects and teachers and indicate where improvements might be made. In lessons, they respond very well to challenge and any opportunities for involvement in the work. Most take advantage of opportunities for personal development and individuals and groups are seen, for example, playing the piano or organ, with no supervision, taking part in drama rehearsals or preparing for team matches.

11. Although some of the observations above can be made in many schools, within the substantial experiences of inspectors in this team, all of them are not often found in one school or are so consistently applicable to all pupils.

Information and communication technology

12. Parents' comments about this curriculum area were mixed, some thought provision is unsatisfactory, others that it is very good. The inspection team saw much to commend it. Most often the systems used are similar to those many pupils have access to at home and this obviously allows their competence to be reinforced. Facilities and expertise in the school allow even computer enthusiasts to develop.

13. The number of modern computers within the school, for the use of pupils, is more than the national average and the way they are connected together follows best practice. Pupils of all years have access to them, including before and after school and at lunchtime. In Key Stage 3 there are computer lessons that raise pupils' knowledge, skills and understanding to national expectations. In Year 10 all pupils follow a short GCSE course in information technology and the average points score per pupil in 1999 was well above the average for grammar schools.

14. The use of computers within lessons, by teachers, is at least satisfactory and often better than this. It continues to develop and improve as equipment improves. Data logging in science in Year 7 had obviously interested pupils and use of computers in English, geography, history, technology, and politics were mentioned positively by pupils. Some innovative work is going on in art, including animations, very good use is made of graphic calculators in Year 10 mathematics and database, spreadsheet, and LOGO control software is supported by mathematics and computer lessons.

15. Over 100 computers have access to the Internet and pupils in both key stages and in the sixth form are making use of it for useful research. Sixth formers were observed developing their own web sites and, though this is no longer unusual in schools, it does confirm that both facilities and opportunities are meeting pupils' needs. The internal e-mail service allows pupils to e-mail work to staff, have it marked and returned. This is being developed by several departments and is approved of by pupils.

16. The Key Skills information and communication technology programme in the sixth form, for all students, is a good pre-cursor of what will be necessary in sixth forms from September 2000 and provides valuable pupil development in information and communication technology and between Key Stage 4 and university or employment.

17. The management of information and communication technology is excellent, provided by an expert with established links with a major commercial provider. He is well supported by a competent technician and by a team of computer prefects, who help pupils use machines.

The library

18. The library has been considerably increased in size since the time of the last inspection. It is well supplied with books, periodicals, tapes and CD-ROMs. In addition, Internet access is available. Library skills lessons, in Year 7, prepare pupils well and lead them to make good use of it for private study and research. The library is very well managed by a qualified librarian who also trains and uses a large number of pupils to help with day to day running. Pupils are keen to help and this activity provides an opportunity for very good personal development.

Sport, drama and music

19. The school has a very large number of sports' teams including rugby, cricket, tennis, net-ball and hockey. Sufficient teachers are involved to enable, as often as possible, team players to be involved in several levels of play, not just first teams. Girls are being provided with opportunities, such as netball, as they become older. Pupils have made some demand for soccer teams that has not yet been resolved. Sixth formers have opportunities to pursue team games or participate in activities such as sailing, off-site. However, many appear not to be active in any sport.

20. Drama productions are profuse and rehearsals were going on most days of the inspection. The number of productions allows many pupils to take part and staff join in where it is appropriate. Parents appreciate the variety and quality of the drama productions. Pupils have opportunities to take on directing and technical roles, such as lighting and sound. Pupils are confident speakers and their participation in role-play, sketches and plays must contribute to this attribute.

21. Few pupils choose music at either GCSE or A level, but the opportunities to pursue it outside the classroom are very good through choirs, orchestras and individual playing. The inspection team appreciated very high standards of piano and organ playing by pupils.

WHAT COULD BE IMPROVED

Teaching

22. Overall, teaching in the school is good. However, observation of lessons, comments by parents and discussion with pupils all indicate this is not consistent and that there is room for improvement.

23. In the 9% of unsatisfactory teaching, within modern foreign languages and science, lessons have many of the following weaknesses. Too little variety with, for example, a lengthy monologue by the teacher or pupils engaged in lengthy written exercises, questioning directed to the whole class too often, so individuals are not challenged or given the opportunity to express their views. Sometimes the work set does not give sufficient

recognition of the spread of ability, within a high attaining group, to the detriment of both the most and least able pupils. In addition pupils are sometimes unsure of what the intentions of the lesson, or activities within the lesson are and, in some, the attitudes of pupils begin to deteriorate.

24. In the 30% of satisfactory lessons, teaching may sometimes have one or several of the weaknesses given above.

25. In a satisfactory Year 12 geography lesson the teacher made good use of the blackboard to collate students' ideas and of a video to illustrate main points but opportunities were then lost to allow the class to explore the issues further and provide their own explanations.

26. Across the school, teachers' marking and the quality of homework given to pupils are generally inconsistent. Most subjects have good and unsatisfactory or poor examples of both. It comes down to the individual teacher, a weakness identified at the time of the last inspection. Discussions with pupils revealed that not all teachers follow homework timetables, sometimes leading to log jams of work they considered unnecessary. One head of department complained that colleagues not following homework timetables adversely affected progress in his subject. Around 12% of parents who responded to the questionnaire indicated they thought homework is unsatisfactory. Responses at the parents' meeting and in letters indicate this is to do with the quality and consistency of homework rather than too much or too little. A reasonable amount of useful work is expected and very few parents seem to want to see an additional burden and certainly no pupils do.

27. Sixty one per cent of lessons were good or better and 18% very good (2 lessons being excellent). The best lessons are characterised by very good planning and pace and timing is right with clearly stated objectives. There is very good interaction between the teacher and pupils, often with questions directed at individuals to keep them all on their toes. Lessons are lively and maintain pupils' interest rather than their compliance and they make best use of pupils' good sense and intelligence, often involving some work in pairs or groups.

28. An excellent Year 9 physics lesson on forces was introduced by a wonderful set of small demonstrations about such things as upthrust in the air and in water. It held pupils' attention and interest and led them to understand about the effects of volume and the concepts of balanced and unbalanced forces. A little humour and a touch of the dramatic, when a force becomes unbalanced, moved the lesson on into well planned experiments for the pupils to do.

29. A very good Year 8 English lesson was constructed from an excellent lesson plan containing prompts for teaching, and led to a clear understanding by pupils of what was expected of them. Praise and encouragement, by the teacher, was used to establish very good relationships with pupils in a stimulating group work activity leading to monologues based on "Stone Cold". Homework was set and formed the basis of the next lesson.

Monitoring by heads of department

30. Although teachers' monitor pupils' work this process is variable in quality and some heads of department do not consistently monitor pupils' books. Pupils are set targets but the process by which these targets are to be achieved or how pupils can improve is often not

clear. In addition teachers do not make sufficient adjustments to their teaching strategies to enable pupils to make necessary improvements. Heads of department do not monitor this process rigorously enough.

31. In relation to target setting, there is very good practice in history, some inconsistencies in English and geography, though pupils did comment favourably on personal discussions they had with some English teachers, and unsatisfactory practice in modern foreign languages.

School Development Plan

32. Over recent years the school has been immersed in the issues related to co-education and expansion. Other planning has gone on, for example to prepare for the new national requirements in the sixth form and to consider the impact of funding reductions when the status of the school changed. However, there is currently no overall school development plan demonstrating clear aims and intentions nor how they may be reached or how progress towards them can be monitored. Neither is there an obvious link between the direction the school intends to take nor how individual departments will contribute.

Pupils' standards of attainment in GCSE

33. Based on 1999 average points scores and the proportions of pupils gaining higher grade GCSE's for grammar schools, English need only ensure no pupils slip below a C grade and nudge a handful more into A* or A grades to move results into the top 5%. Within science, chemistry just needs to move some A pupils to A*, whilst biology needs to improve proportions of pupils at A*-C, A* and A. Both physics and double science are average in average points scores and generally within the proportions of pupils at each grade. Double science could reduce the small number of pupils not getting a C grade further.

34. In other subjects with a relatively large number of candidates, geography needs to move all pupils upwards and particularly raise the proportions of pupils at A*, A and B grades in order for average points scores to be at least average (for grammar schools).

35. For pupils' overall standards to rise the most significant improvements need to be made in modern foreign languages. In German the proportion of pupils that get A*-C is above average but the proportion at A* is well below average, that makes the average points score below average. In French the average points score is well below average and this is due to the proportion of pupils attaining A*-C being about 10% below average and those attaining A* and A well below average, B below average. All comparisons have been made to average grammar school performance.

Pupil and parent participation in school developments

36. About 11% of parents who responded indicated that they thought the school could work more closely with them. From letters received by the Registered Inspector and comments at the parents' evening this includes providing more opportunities for parents to discuss and be better informed about educational issues affecting or likely to affect their children. The general tone of comments received was very favourable towards the school even when this particular issue rankled.

37. There is a generous amount of written communication to parents and, for those with the resources, e-mail is used too. Pupils' progress is discussed at very well attended parents' evenings and these are sometimes held on two nights to provide more time. However, they only provide brief opportunities for more general discussion of any concerns. The annual governors' meeting, on the other hand, is not well attended by parents. Some issues raised by small numbers of parents have not been discussed with the headteacher. There is scope for developing a forum for discussion of more substantive issues relating to school development.

38. When asked, a number of pupils felt that the school needed to provide more opportunities for pupils to air their views. The school is responding to this by developing a Schools Council. This should help to develop 'citizenship', a forthcoming curriculum requirement, and allow the school to address one of the tenets of 'Best Value' in relation to meeting customer needs.

Range of pupil activities outside the classroom

39. About 8% of parents, who responded, expressed their opinion that the range of activities offered outside the classroom is not sufficient. Parents and pupils particularly mentioned the lack of opportunity to play soccer.

40. There is an active chess club. Pupils can utilise computers and the library at lunchtimes and before and after school, though these opportunities are most often used to continue classwork. There are many field trips and theatre visits. Other outdoor pursuit activities are offered to sixth formers at weekends. Expeditions and skiing holidays are also arranged and may be subsidised. However, more could be done to ensure that Year 11 pupils do not have an impoverished extra-curricular programme because of the pressures of examinations. In addition the Duke of Edinburgh Award Scheme needs to be developed further. Pupils could be encouraged to organise their own clubs and societies and in this way develop important leadership and management skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. To raise the standards of pupils' attainment even further or to enhance the quality of education and curriculum offered to them the governing body and school should:

- (1) Improve teaching by:
 - Continuing to develop the learning and teaching group.
 - Ensuring that homework is of good quality and set at the right time.
 - Ensuring that the quality of teachers' marking is high and consistent.
 - Using external support in modern foreign languages.
 - Taking appropriate action to eradicate any remaining unsatisfactory teaching.(Paragraphs: 21 – 26)
- (2) Ensure heads of department or line managers monitor:
 - The attainment of pupils in the subject(s) they are responsible for.
 - The progress pupils make towards any targets they are given.
 - The quality of teaching within the subject(s) they are responsible for.(Paragraphs: 30, 31)
- (3) Draw up a school development plan that clearly states short and longer term objectives and:
 - Gives a time frame for the completion of them.
 - Details staff responsibilities for helping meet them.
 - Gives estimated costs, including financial, resources and staff time to achieve them.
 - Illustrates how progress towards and completion of objectives will be evaluated.
 - Indicates how academic departments and other groups or individuals within the school will contribute to them.(Paragraph: 32)
- (4) Set subject targets for pupils' attainment at GCSE and monitor these to evaluate improvements and the effectiveness of departments.
(Paragraphs: 33 – 35)
- (5) Improve the participation of pupils and parents in school developments by:
 - Setting up a School Council, as planned for September 2000.
 - Evaluating the opportunities provided by current mechanisms, such as newsletters and parents' meetings.
 - Considering new strategies, for example additional opportunities to meet with parents.(Paragraphs: 36 – 38)
- (6) Encourage the further development of extra-curricular activities and participation in them by:
 - Reviewing the availability of current activities to Year 11.
 - Evaluating the participation of sixth formers in sport.

- Encouraging pupils to set up and manage clubs and societies.
 - Developing the Duke of Edinburgh Award Scheme substantially.
- (Paragraphs: 39, 40)

THE SIXTH FORM

42. Comments on students' standards, teaching, and the curriculum in the sixth form are made in the relevant earlier sections of the report.

43. There is now more monitoring of results than at the time of the last inspection and girls' and boys attainment is able to be compared and currently shows no significant difference. Private study sessions are also monitored as pupils register their use of the library and teachers can check at least to see if they have been in it. Similarly students' use of computers and the Internet is logged.

44. Study skills are taught to help students become independent learners and Key Skills includes work to further develop their capability with information and communication technology. Both areas are done well and are useful to students.

45. Most students go onto higher education and the range of advanced levels offered support that. Governors have given some thought to Advanced General National Vocational Qualifications, recognised by both higher education and industry as a good route for some careers. To at least satisfy a requirement of "Best Value" the school should seek parents and potential sixth form students' views on alternative qualifications.

46. Entry requirements to the sixth form, minimum grades in appropriate GCSE's, represent good practice and are similar to any centre not short of potential students. Whilst it is true that potentially weaker candidates are not dissuaded from going elsewhere there is no evidence to suggest that they are actively persuaded to do so.

47. Common room facilities for students are cramped.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	14	43	30	9	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 pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	592	223
Number of full-time pupils eligible for free school meals	31	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	3	0
Number of pupils on the school's special educational needs register	3	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	173

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	4.7
National comparative data	7.9

Unauthorised absence	%
School data	0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	96	0	96

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	95	95	95
	Girls	0	0	0
	Total	95	95	95
Percentage of pupils at NC level 5 or above	School	99 (99)	99 (100)	99 (99)
	National	64 (64)	62 (60)	54 (56)
Percentage of pupils at NC level 6 or above	School	94 (92)	99 (100)	98 (93)
	National	28 (34)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	96	96	96
	Girls	0	0	0
	Total	96	96	96
Percentage of pupils at NC level 5 or above	School	100 (99)	100 (100)	100 (99)
	National	56 (54)	62 (61)	58 (60)
Percentage of pupils at NC level 6 or above	School	94 (85)	100 (100)	100 (92)
	National	24 (24)	36 (35)	28 (30)

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
	1999	93	0	93

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	91	92	93
	Girls	0	0	0
	Total	91	92	93
Percentage of pupils achieving the standard specified	School	98 (99)	99 (100)	100 (100)
	National	47.8 (46.3)	88.4 (87.5)	93.9 (93.4)

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

GCSE results		GCSE point score
Average point score per pupil	School	67.7 (62.1)
	National	38 (37)

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

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
	1999	80	25	105

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	26.2	26.2	26.2 (28.2)			
National	17.7	18.1	17.9 (17.6)			

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	7
Black – other	0
Indian	73
Pakistani	57
Bangladeshi	6
Chinese	13
White	608
Any other minority ethnic group	35

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	7	0
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 – Y13

Total number of qualified teachers (FTE)	48.7
Number of pupils per qualified teacher	16.7

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	7
Total aggregate hours worked per week	193

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	78.5
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Average teaching group size: Y7 – Y11

Key Stage 3	24.4
Key Stage 4	21.8

Financial information

Financial year	1998/1999
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	£
Total income	3 332 034
Total expenditure	3 422 712
Expenditure per pupil	4 492
Balance brought forward from previous year	114 155
Balance carried forward to next year	23 477

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	700
Number of questionnaires returned	252

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	60	36	2	0	1
Behaviour in the school is good.	46	45	4	0	5
My child gets the right amount of work to do at home.	37	50	11	2	1
The teaching is good.	51	44	1	0	3
I am kept well informed about how my child is getting on.	64	32	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	58	33	4	2	3
The school expects my child to work hard and achieve his or her best.	79	18	2	1	0
The school works closely with parents.	37	49	11	1	2
The school is well led and managed.	48	42	1	1	8
The school is helping my child become mature and responsible.	58	37	2	1	2
The school provides an interesting range of activities outside lessons.	52	38	5	2	2