

INSPECTION REPORT

ST. BERNARD'S CONVENT SCHOOL

Slough

LEA area: Slough

Unique reference number: 110084

Headteacher: Mr J McAteer

Reporting inspector: Mrs J Murray
Rgl's number : 1606

Dates of inspection: 29 – 31 January 2001

Inspection number: 186952

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Grammar
School category:	Voluntary Aided
Age range of pupils:	11 -18
Gender of pupils:	Mixed
School address:	1 Langley Road Slough
Postcode:	SL3 7AF
Telephone number:	01753 527020
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Philip Fearon
Date of previous inspection:	4 March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Bernard's Convent School is a mixed Catholic grammar school situated in Slough. With 883 pupils, aged 11 to 18, the school is of average size. The sixth form has 248 pupils and offers an appropriate choice of AS and A-level courses. About 50 per cent of pupils who attend the school live in Slough whilst the remaining pupils are drawn from an approximate area of 15 miles radius. Pupils are from a wide mix of socio-economic backgrounds but there is less disadvantage than average. The vast majority of pupils attend the school because of its religious denomination. As the school selects pupils by ability, attainment is well above that nationally. However, the range of attainment on entry is far wider than is usually found in selective schools because the area has sufficient places for 45 per cent of secondary aged pupils to attend a grammar school; this figure is very high. The majority of pupils are from white families with 15 per cent from a variety of ethnic backgrounds. Six per cent of pupils speak English as a second language. There are just nine pupils on the school's register of special educational needs and none has a statement. Only one pupil claims eligibility for free school meals; this is well below average. Usually, about 97 per cent of pupils transfer into the sixth form at the age of 16 and 90 per cent entered higher education at 18 in 2000.

HOW GOOD THE SCHOOL IS

This popular and oversubscribed school is very effective in providing high quality education for all its pupils. Excellent relationships, based on trust and respect, create an environment that values personal development and high academic achievement. Excellent leadership and very good teaching sustain the school's momentum for improvement. Planning and financial management are very good and the sixth form is cost effective. Overall, the school gives very good value for money.

What the school does well

- The outstanding provision for pupils' spiritual, moral, social and cultural development creates an environment where everybody is valued and pupils are able to achieve very well.
- Pupils' excellent attitudes to their work, together with their exemplary behaviour, enable them to reach high standards both academically and socially.
- Very good teaching captures pupils' interest and motivates them to succeed.
- The excellent leadership of the headteacher and other managers, supported by an effective governing body, provides a purposeful and clear direction for the school.

What could be improved

- Standards in science are high but they could be even higher.
- Pupils' information technology skills are not yet developed consistently at Key Stage 4.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection. This is especially notable as the school was judged to be very good with many excellent features in 1996. The excellent features that were identified at that time have been maintained. All issues have been fully addressed and a significant improvement has been made to upgrading the science laboratories and to the resourcing for information technology. The school has clear plans to use these developments to raise standards further in science and information technology. Since the last inspection, the quality of teaching has improved and standards have continued to rise; the trend of improvement at GCSE is above that nationally. The school exceeded its targets in 2000. A new headteacher was appointed two years ago and he has ensured that the school continues to move forward. Some of the many improvements include: the focus on teaching to share good practice; development planning linked to the mission statement; line management that supports monitoring; and the continued use and development homework diaries and weekly information letters to parents to help them be even better informed about the school and the progress that their children are making.

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 in 2000.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	A*	A*	A*	C
A-levels/AS-levels	A	A	A*	

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

The above table shows that in comparison with similar schools, the school's achievement for GCSE examinations is average. This is a misleading comparison as the intake of the school covers a much broader range of attainment than is usually found in grammar schools nationally. Pupils at St. Bernard's Convent School achieve very well.

At the end of Key Stage 3, the results attained in national tests in each of the three core subjects of English, mathematics and science are very high and in the top five per cent of all schools. The trend of improvement, over the past four years, is in line with that nationally. Compared to pupils' prior attainment, the greatest value added is in mathematics. Overall, appropriate value is added in English and science, except that in science, the proportion of pupils attaining at the higher levels of 6 and 7 is lower. The results in science were better in 2000 than in previous years.

The school's GCSE results are also very high and in the top five per cent of all schools nationally. The average points score in 2000 is above that of the other local grammar schools and the trend of improvement, over the past five years, is above that nationally. The school's GCSE results in 2000 for English are very high in relation to pupils' 1998 Key Stage 3 test performance. Results for mathematics are broadly as to be expected but those for science are below. Validated data to show pupils' comparative performance in GCSE subjects is not yet available for 2000, but in 1999 pupils did best in English and religious education and least well in science and art.

The average A-level examinations' points score is well above national averages. In 2000, this rose to 25.36 average points, which is very high. Students' achievements are good and especially so in English and business studies where the proportion of students who attain at the higher A/B levels is well above national figures for grammar schools.

Standards in literacy and numeracy are very good. Standards of speaking and listening are very high. Pupils are confident and articulate and are given many opportunities to use and develop these skills. Their written work is lively and accurate and they read fluently taking the meaning from a range of texts. Pupils use their skills of numeracy competently, such as in science where they interpret graphs and in history to understand place value. Pupils' information technology skills are not developed systematically at Key Stage 4 and therefore there is no assurance that standards are as high as they could be. In all other subjects, pupils achieve very well.

The work seen during the inspection reflected the high examination results and confirmed that pupils of all abilities achieve very well because of their very good learning through the school. Pupils achieve better in mathematics at Key Stage 3 than in English and science but at Key Stage 4, they make very good progress in English and achieve very well. Achievement in science is far more variable with pupils making at least sound progress but at GCSE especially, achievements could be higher. The school exceeded its own targets this year. Those for next year were predicted using pupils' prior attainment data. However, they now appear modest because of the upward trend of improvement that is occurring at both GCSE and Key Stage 3.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are keen to learn and want to do well. They take part in the many opportunities open to them with enthusiasm and interest.
Behaviour, in and out of classrooms	Excellent both in lessons and around the school. Pupils are friendly, courteous, self-disciplined and trustworthy.
Personal development and relationships	Outstanding. Pupils develop into mature and responsible young adults with a strong set of values. Relationships are respectful and friendly throughout the school.
Attendance	Very good and well above national figures.

Pupils are prepared to work and give of their best. They enjoy the majority of their lessons and have a genuine respect and liking for their school.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Very good.	Very good.	Very good.

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

Overall, the quality of teaching is very good. No unsatisfactory teaching was seen during the inspection; all lessons were satisfactory or better. Teaching was satisfactory in 14 per cent of lessons, good in 32 per cent and very good or excellent in 54 per cent. In English and mathematics, teaching is very good. Whilst some science teaching is very good it is not consistently so. There are some instances where opportunities are missed to explain to pupils what they are going to learn and to tell pupils exactly what they need to do to improve their work.

Very good or excellent teaching was seen in all subjects with consistency across key stages. The high proportion of very good teaching is because teachers create an environment in which pupils learn very well. Teachers are enthusiastic and have very good subject knowledge; this stimulates pupils' interest and their desire to learn. Because pupils are self-motivated, and they know what they have to do in each lesson, teachers are able to build on this and extend pupils' achievements so that they frequently learn a lot and make very good progress.

Teachers use lesson time very productively to recap, introduce new information and to provide opportunities for pupils to talk about what they are learning. Pupils respond with maturity and take part in group and pair work sensibly. They speak fluently and listen carefully to each other before contributing their own view point. Teachers have justifiably high expectations of pupils and question them keenly to probe their understanding and to ensure that their thinking is stimulated. Teachers give a great deal of individual support to pupils and know which pupils require tasks that need to be adapted and those pupils who need additional help; the needs of all pupils are met very well.

The school's literacy policy is at present in draft form. Although teachers make a very good contribution to teaching literacy skills there are some small inconsistencies in practice related to how spelling is corrected and the reinforcement of subject vocabulary. The teaching of numeracy is satisfactory across the curriculum but is not yet co-ordinated across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and appropriate to pupils' needs. There are specific strengths in the range of second languages offered and the quality of the extra-curricular activities.
Provision for pupils with special educational needs	There are no pupils with statements of special educational needs. Other pupils with specific learning difficulties are very well catered for.
Provision for pupils with English as an additional language	The school meets the needs of such pupils appropriately and in line with the good practice it has for all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding. Provision for each of these aspects contributes to the enrichment of the work of the school. The ethos of trust, respect and valuing individual endeavour permeates all aspects of school life.
How well the school cares for its pupils	Excellent. The pastoral system is very strong and pupils' welfare and academic progress are monitored and supported very well.

The curriculum meets all statutory requirements. The planning to cover programmes of study for information technology at Key Stage 4 is not yet fully secured. The arts are well represented through the provision of high quality drama and music lessons and the range of extra-curricular choirs, instrumental opportunities, concerts and drama productions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent leadership, based firmly on Christian values. A very effective senior management team and strong middle managers support him very well.
How well the governors fulfil their responsibilities	Very good. The governing body has strong and active committees to aid its work.
The school's evaluation of its performance	Excellent. Monitoring procedures are well established and the school reviews its work regularly. Excellent use is made of data to monitor pupils' progress and to intervene to help them to achieve well.
The strategic use of resources	Very good. The school makes very good use of its budget and buildings and deploys its staff well. There is a good understanding of gaining best value from spending decisions.

The new headteacher has consolidated and built on the very good management practices that were in place at the time of the last inspection. Formal methods of monitoring, through line management and classroom observation, ensure that managers know where improvement might be needed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are valued as individuals and expected to work hard. • Standards are high; their children achieve well and make very good progress. • The headteacher and other teachers have high expectations for their children and provide them with good support • The ethos of the school reflects Christian values and everyone is welcomed into the school. 	<ul style="list-style-type: none"> • More opportunities to use information technology. • A greater range of sport and extra-curricular activities.

Parents' responses, through the questionnaire and at the evening held by inspectors, were overwhelmingly supportive of the school. Inspection findings confirm the many strengths of the school, particularly in relation to the ethos that is a fundamental part of school life. The school provides many opportunities for pupils to have access to computers but it recognizes there is still more work to be done. A good selection of clubs and teams for sport are organized and high levels of success are achieved in these but the present staffing, and facilities, limits what can be offered. The building of the second gymnasium will allow a greater range of activities to be offered. In totality, the breadth of extra-curricular activities is impressive and many pupils participate in these.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The outstanding provision for pupils' spiritual, moral, social and cultural development creates an environment where everybody is valued and pupils are able to achieve well.

1 The previous inspection report identified that the provision for pupils' personal development was one of the striking features and major strengths of the school; these judgements are still justified as the school lives and breathes its Christian values of trust, respect and care of the individual. The community of sisters, for whom the school is part of their home, contributes in many intangible ways to the everyday routines of the school. The school is a lively place where pupils take part fully in all that it has to offer. Lunch times are busy with activities and there is a constant throb of purposeful learning and participation taking place.

2 There is a wealth of provision in the broadest sense for reflection and spiritual development which stretches far beyond the religious base of assemblies and opportunities for Mass. This spiritual dimension is a very important element to all who work in the school. On many occasions, pupils learn to listen and develop empathy for new situations or for each other. For example, in a Year 9 history lesson about the first day of the Battle of the Somme, through discussion and writing, pupils explored the feeling of those involved at the time. On hearing of the earthquake in India, pupils immediately responded by calling a meeting to raise funds.

3 There are very many excellent opportunities for pupils to take on responsibility and to examine their own values. The sixth form and school councils are active and valued by the whole school community as they have brought about real changes; for example, to the quality of the lunch-time food and benches for outdoor seating. The head boy and girl speak with assurance that they would know if there was concern about any matter from the pupil body and that there are channels through which these concerns could be dealt with. The sixth form community service programme is strong and a very good range of foreign visits, retreats and other organized museum or theatre visits enhance pupils' social and cultural experiences. A diversity of literary experiences is offered such as poetry festivals, the Shakespeare project and productions that range from Oliver to the Duchess of Malfi. A multi-cultural dimension is fostered through work such as that in art, music and religious education and the school's links with Japan. The wide range of pupils' ethnic backgrounds is warmly embraced and acknowledged within the school. The high number of cultural exchanges that were taking place at the time of the last inspection still continue and remain impressive.

4 The effects of the school ethos produce a climate where achievement is valued at whatever level pupils are capable of reaching. The school ensures that pupils become self-confident and develop positive self-esteem. Pupils respond very well to this and make good progress achieving highly and developing into responsible young adults. Success is celebrated and praise and sharing good news is an important part of school life. The displays of pupils' work around the school illustrate how pupils are encouraged to give of their best. The quality of relationships is extremely high and is underpinned by respect and thoughtfulness for others.

Pupils' excellent attitudes to their work, together with their exemplary behaviour, enable them to reach high standards both academically and socially.

5 Pupils' attitudes to their work and to the school are excellent. They have a pride in what they do and are keen to succeed. They are highly motivated and determined to do well and to achieve high results. These attitudes enable lessons to be lively and stimulating and teachers to give additional help to those pupils who may need it more than others. As a consequence, standards are very high throughout the school and pupils achieve according to their abilities. Pupils share teachers' enthusiasm about learning and many lessons are fun and enjoyable. For example, in a Year 10 mathematics lesson on probability, pupils worked very well together and showed touches of humour as they discussed their findings. Pupils have a mature approach to their work and listen and share ideas because they are interested. They are pleased to discuss their work and are ready to make presentations in front of others. Pupils frequently work independently; they take notes efficiently and research and draw

conclusions from what they find. They achieve very high standards and are accomplished speakers and listeners. The prospective head boys' and girls' speeches that were observed during the inspection are an impressive example of the confidence and skill that pupils develop as they go through the school.

6 Behaviour is also excellent. Extremely high standards of behaviour are key features of lessons. Standards are equally high as pupils move around the school building and grounds. Many areas of the old part of the school have very narrow staircases with the potential for crowding and accidents but pupils act responsibly and are very sensible; there is no pushing or silliness. The school dining room is very small but pupils take their turn to be served without fuss and with an acceptance that their turn will come. They have a self-disciplined respect for others and there is no sign of anti-social behaviour. The school has not excluded any pupils within the memory of serving staff; this is quite exceptional and reflects the ethos of support and care within the school. The few incidents of unacceptable behaviour that occasionally occur are dealt with in a firm and appropriate manner.

7 The excellent quality of pupils' attitudes and behaviour makes an important contribution to the way that they learn and the way that teachers can teach. These factors lead to pupils' very high standards both academically and socially. At the time of the last inspection, pupils' attitudes and behaviour were found to be excellent and these are still equally as strong.

Very good teaching captures pupils' interest and motivates them to succeed.

8 Teaching is very good across the school and is instrumental in the progress that pupils make. Of the lessons observed, teaching was excellent in 18 per cent of lessons and very good in 36 per cent. These figures reflect the work that the school has undertaken to share good practice amongst the teaching staff. Very good or excellent teaching was seen in all subjects. This is a significant improvement from the last inspection where teaching was judged to be good with good or very good teaching in two thirds of lessons; it is now good, very good or excellent, in 86 per cent of lessons.

9 The strength of teaching contributes strongly to pupils' all round development and the very high success rate at GCSE where the proportion of pupils attaining 5+ A* to G grades is well above average when compared to other selective schools. There are no generic weaknesses in subject teaching. Although teaching in science is good, it lacks the consistency that is seen in English and mathematics.

10 The strength of teaching is undoubtedly supported by pupils' attitudes and the school ethos. Teachers are able to use their skills, and a range of strategies, so that they bring the best out of pupils. For example, group work and discussion are key features of lessons enabling pupils to explore ideas and articulate their learning. Pupils invariably become engrossed in the work and learn well; their learning is reinforced by being provided with opportunities to talk through their acquisition of knowledge.

11 Teachers expect a great deal from their pupils and do not accept second best from them. The atmosphere of trust and respect allows pupils to try out ideas and make mistakes without being ridiculed by their peers or criticised teachers. Teachers are very accepting of pupils as individuals and use questions, and give individual feedback, to ensure that each pupil knows what needs to be done to improve. Pupils are given the self-confidence to explore their own understanding and teachers push them to achieve more. Time is rarely wasted; lessons are planned so that activities follow quickly on from each other and there is a lively and productive pace to learning. In this way, pupils' interest is stimulated and their motivation and interest are sustained.

The excellent leadership of the headteacher and other managers, supported by an effective governing body, provide a purposeful and clear direction for the school.

12 The school has a clear sense of community spirit and common purpose that are shared by managers, governors and parents. The headteacher has been in post for two years and he has continued to build on the strengths in management identified at the time of the last inspection. The school responded very effectively to the 1996 inspection report and has made very good progress in addressing the identified key issues and is aware of what still needs to be done.

13 The headteacher is providing excellent leadership through developing a strong line management structure to bring a unified and co-ordinated approach to the school's work. Regular meetings and good systems of communication with staff, governors and parents help the school to run smoothly. School policies have served the school well but some, such as those for special educational needs and literacy, need to be developed further to underpin and reinforce the good work that is already taking place.

14 School managers and the governing body also provide strong leadership. Heads of department know what is expected of them and manage and monitor the work of their departments well. The governing body is very supportive of the school and has an effective committee structure. Governors know the school very well and take a full part in monitoring its effectiveness by attending department meetings, reviewing spending decisions to ensure best value and discussing the analysis of examination data.

15 Collaborative and close working between school managers and governors ensure that a sense of purpose prevails and priorities are agreed. At the heart of all planning, and development, lies the school's mission statement; the rationale for the school's work is encapsulated in it. The school development plan goes some way to mapping these priorities. It was formed following an extensive consultation with all members of the school community. Its targets are shared widely and there is clear identification of how they are to be achieved. However, although the budget is used effectively to support the school this is not shown on the school development plan, nor are the major works regarding science, information technology and bidding for the second gymnasium. This detail does not detract from the overall effectiveness of the school; the purposeful and productive life of the school is attributable to the good planning, monitoring and support that already exist.

16 The work of the school is regularly reviewed and monitored so that priorities can be met. For example, the school has successfully won a bid for a second gymnasium to meet the demands of the curriculum. Data is collected, analysed and used extremely well to both monitor how well either individuals or the school is doing and also to intervene to improve what is happening. For example, heads of departments and teachers have test results and other information to predict what their pupils should achieve. In many instances, this is used this very successfully to plan lessons and to provide additional support, thus helping pupils to achieve well.

WHAT COULD BE IMPROVED

Standards in science are high but they could be even higher.

17 Pupils' attainment in science is very high in comparison with results for all schools but when compared to results in English and mathematics standards in science are not as good. National Curriculum test results at the end of Key Stage 3 over the past three years had been declining. However, in 2000 this decline was stopped and the average points score showed that the expected progress had been made over the key stage. In the GCSE examinations, although many pupils achieve the best grades, there are more pupils who do not achieve the higher grades of C or better than in the other core subjects. The proportion gaining A* and A grades is below those in English but is similar to mathematics.

18 The school's analysis of data is very beneficial in helping managers to know where standards can be raised in science and which pupils need the most attention. This use of this information, and the improvements to the accommodation, have already begun to bring attainment and progress in science into line with that for English and mathematics. Further work on planning, and sharing the very good teaching practice that already exists in Science, is required so that opportunities to explain to pupils what they are going to learn and to tell them exactly what they need to do to improve their work are not missed.

Pupils' information technology skills are not yet developed consistently at Key Stage 4.

19 At the time of the last inspection, the provision for information technology fell short of providing a coherent and sufficiently challenging curriculum; standards and arrangements for assessing and reporting were unsatisfactory. The school has worked hard to rectify the situation and to meet all requirements as well as providing up to date computers and opportunities to use information technology throughout subjects and the school.

20 The greatest challenge for the school has been to make progress in the absence of a dedicated co-ordinator for the subject; three advertisements have not produced a suitable manager. However, very good progress has been made in replacing hardware so that the ratio of computers to pupils has been increased from 20:1 to the anticipated 8:1 for next September. All pupils now have information technology lessons in Year 7 and portfolios are used to collect work in subjects across the curriculum. However, at Key Stage 4 there is as yet insufficient planning to show how all aspects of the National Curriculum for information technology are to be covered or how to ensure that pupils' skills are developed systematically.

21 Heads of department are aware of the requirements to support the development of information technology skills through their subject teaching but practice is variable. In English, design and technology, geography and religious education, information technology features regularly and is used very well. In other subjects, the school acknowledges that there is mixed practice and a need to develop teachers' skills and expertise.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 This is a high achieving school. In order to raise standards even further, the school should:

- (1) improve standards in science by :
 - sharing some of the very good teaching practice that exists in the department
 - improving planning so there is a clear focus on what pupils of different abilities are to know, learn and do.
 - ensuring that pupils know exactly what they have to do to improve their work.
(paragraphs : 17,18)

- (2) ensure that all pupils have the opportunity to develop their information technology skills fully by :
 - co-ordinating and monitoring the provision for information technology across the curriculum;
 - providing training for teachers who require additional knowledge to use information technology to support learning in their subject;
 - continuing to upgrade the hardware required to support future demands.
(paragraphs :20,21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	36	32	14	0	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	635	248
Number of full-time pupils eligible for free school meals	1	N/a

Special educational needs

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	7	3

English as an additional language

	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.0
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

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	65	65	130

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	65	65	64
	Girls	65	64	64
	Total	130	129	129
Percentage of pupils at NC level 5 or above	School	100 (97)	99 (98)	99 (97)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	90 (83)	98 (94)	83 (72)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	65	65	65
	Girls	65	65	65
	Total	130	130	130
Percentage of pupils at NC level 5 or above	School	100 (100)	100 (100)	100 (100)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	86 (90)	95 (93)	85 (77)
	National	- (31)	- (37)	- (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	55	73	128

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	49	50	51
	Girls	71	73	73
	Total	120	123	124
Percentage of pupils achieving the standard specified	School	97 (95)	99 (99)	100 (100)
	National	49 (46.6)	88.8 (90.9)	95.5 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	60.5 (60)
	National	38.7 (38.0)

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

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	n/a
	National	n/a	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	44	63	107

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	25.0 (20.7)	25.6 (22.0)	25.4 (21.6)	18.6 (4.0)	17.9 (5.8)	18.3 (5.4)
National	(17.7)	(18.1)	(18.1)	(2.7)	(2.8)	(2.8)

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

Vocational qualifications GNVQ Intermediate		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0	N/a
	National		(72.9)

International Baccalaureate		Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	n/a
	National	n/a	[82.5]

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	7
Black – other	1
Indian	38
Pakistani	1
Bangladeshi	0
Chinese	9
White	763
Any other minority ethnic group	45

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	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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)	54.2
Number of pupils per qualified teacher	16.2

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	10
Total aggregate hours worked per week	254

Deployment of teachers: Y7 – Y13**Financial information**

Financial year	1999-00
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	£
Total income	2239706
Total expenditure	2238376
Expenditure per pupil	2615
Balance brought forward from previous year	1330
Balance carried forward to next year	54716

Percentage of time teachers spend in contact with classes	75.1
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Average teaching group size: Y7 – Y11

Key Stage 3	25.9
Key Stage 4	21.5

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	883
Number of questionnaires returned	766

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	1	1
My child is making good progress in school.	51	45	3	0	1
Behaviour in the school is good.	49	46	2	0	2
My child gets the right amount of work to do at home.	34	55	8	1	1
The teaching is good.	52	44	2	0	2
I am kept well informed about how my child is getting on.	53	40	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	61	35	3	0	1
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	50	41	6	1	2
The school is well led and managed.	67	29	1	0	2
The school is helping my child become mature and responsible.	57	38	2	0	2
The school provides an interesting range of activities outside lessons.	23	45	16	5	11