

INSPECTION REPORT

Sir John Nelthorpe School

Brigg, North Lincolnshire

LEA area: North Lincolnshire

Unique reference number: 118112

Headteacher: Mr E D Brittain

Reporting inspector: Dr Kenneth C Thomas
3390

Dates of inspection: 22 - 25 January 2001

Inspection number: 187092

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary Controlled
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Grammar School Road Brigg North Lincolnshire
Postcode:	DN20 8AA
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T R D O'Neill
Date of previous inspection:	February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sir John Nelthorpe School is a mixed comprehensive school for pupils aged 11-18. The school is popular and oversubscribed in some year groups. The number of pupils in the school has risen steadily since the last inspection and, with 982 pupils on the roll, is now about the same size as most other secondary schools. The percentage of pupils known to be eligible for free school meals is below the national average. There are very few pupils with English as an additional language, all of whom speak English fluently. The overall standards of attainment of pupils coming into the school, although wide-ranging, are slightly above the national average. The proportion of pupils with statements of special educational needs, at 2.0 per cent, is about the same as the national average as is the overall proportion of pupils with special educational needs, at 19.8 per cent. The school has close links with other schools and colleges, both in the United Kingdom and Europe, the youth service and the local community.

HOW GOOD THE SCHOOL IS

Sir John Nelthorpe is a good and improving school. Overall standards are rising because good teaching with high expectations is bringing the best out of pupils. The sense of community is strong and relationships are very good. The headteacher and senior management team provide very effective leadership, which is well supported by the governors. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards are well above average in most subjects.
- Pupils' attitudes are very good, contributing well to their own learning and the sense of community in the school.
- Good teaching with high expectations succeeds in motivating pupils.
- Very effective leadership is promoting very good standards and enthusiastic teamwork.
- Pupils' personal development is enhanced by very good support and guidance and a very good range of extra-curricular activities.
- The sixth form provides a very good range of learning opportunities and very good support for students.
- Innovative use is made of information and communications technology to support learning, particularly in geography and modern foreign languages.

WHAT COULD BE IMPROVED

- Standards of attainment in GCSE science.
- Co-ordinated provision for gifted and talented pupils.
- The guidance given to pupils and parents on attainment in relation to national standards and the information provided to parents through school reports.
- Accommodation for science and physical education, and the upper-school dining hall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996 and has made good progress since that time. Standards of attainment in the National Curriculum tests, taken at the end of Year 9, have risen at the same rate as the national trend, whilst results in the GCSE examination, taken at the end of Year 11, have risen above the national trend. Parents recognise that the school is improving and that the roll is rising - numbers have increased by 22 per cent since the last inspection. The quality of teaching has improved and there is more good teaching. Learning activities are more closely related to the needs of pupils in lessons and the school policy for special educational needs is being implemented more effectively. More opportunities are provided for pupils to assess and evaluate their own work. The implementation of school policies and plans is now more closely monitored by members of the senior management team, heads of department and by governors. The length of the teaching week has been extended and now meets government recommendations. The personal and social education programme has been improved and more effective use is made of the morning registration period. The school accommodation has been improved, although some significant deficiencies remain. The school is still unable to comply with the requirement to provide a daily act of worship. Appropriate targets are set and the school has good capacity for further improvement.

STANDARDS

The table below 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				Key <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	C	B	B	A	
A-Levels/AS-Levels	D	B	B	N/A	

Over the last four years, results in National Curriculum tests taken at the end of Year 9 have been rising at the same rate as results nationally. The 2000 test results in science and mathematics were well above average when compared with all schools and with similar schools. Results in English were above average when compared with all schools and with similar schools. The test results represent good progress and achievement from entry to the school at the age of 11. Although girls outperform boys in English and mathematics, there are no significant differences in performance in science.

GCSE results, based on average GCSE/GNVQ points scores, have risen over the past four years at a rate above the national trend. In 2000, both the average points score and percentage of pupils achieving five or more A*-C grades were above average when compared with all schools, and well above when compared with similar schools. These results represent satisfactory progress and achievement from the end of Year 9. Pupils did particularly well in design and technology graphics, child development and religious studies, while results in English, English literature, mathematics, art, design and technology, French, German, geography, history and music were well above average. Results in science, drama

and office applications were above average while results in business studies were average. Results in physical education were below average. Girls outperformed boys in all subjects other than English literature and business studies, where results were about the same, but in German boys outperformed girls.

Overall results at GCE A Level in 2000 were about the same as the national average. These results represent good achievement and progress from the end of Year 11. Students achieved particularly good standards in art, biology, drama, English literature, French, geography, German, history and physical education. Students also achieved good standards on GNVQ courses at both Intermediate and Advanced Level, with the majority of students completing the courses in full and obtaining accreditation.

The school monitors results of all national tests and examinations carefully and challenging targets are set for individual subjects and for the school overall. In lessons and work seen, standards at the end of Years 9 and 11 are well above national expectations. Very little work of below average standard was seen. In the sixth form, overall standards are consistent with course expectations. Individual pupils achieve highly in sports and other extra-curricular activities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils enjoy coming to school. They are very committed to their learning and keen to succeed.
Behaviour, in and out of classrooms	Good overall. Most pupils are considerate, respectful and friendly. Only a few instances of inappropriate behaviour.
Personal development and relationships	Pupils' personal development is very good. Relationships are very good. Pupils show increasing maturity as they move through the school.
Attendance	Satisfactory. The school makes strenuous efforts to maintain good levels of attendance.

The climate for learning is very good. Teachers establish very good relationships. The systems of support for behaviour are clearly understood and behaviour is good, on the whole. Incidents of bullying are few and they are dealt with firmly. In lessons, pupils have very good attitudes and learn well. Pupils show good responsibility towards each other and are helped to develop as individuals. The school is vigilant in following up absence, of which very little is unauthorised.

TEACHING AND LEARNING

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

Teaching is good overall. In 84 per cent of lessons the teaching is good or better and in 37 per cent of lessons it is very good or excellent. Teaching is at least satisfactory in 93 per cent of lessons and unsatisfactory in seven per cent. Teaching in the core subjects of English, mathematics and science is good. Particular strengths of teaching are the effective use of teachers' subject knowledge to give clear explanations and guide pupils' progress. Expectations are high and teachers are good role models. Pupils are very well managed. Teachers' planning is mostly good and this helps pupils to learn systematically. Good use is made of opportunities to improve pupils' literacy and numeracy skills in many subjects. Planning for information and communications technology lessons is good, which helps pupils to make good progress. The use of information and communications technology in other subjects is increasing and involving more staff. Because planning for pupils with special educational needs is good, pupils learn well across the full curriculum and into the sixth form. Although pupils' work is marked regularly according to departmental policies, little reference is made to attainment relative to the National Curriculum or GCSE requirements. Good use is made of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced with well-planned schemes of work. Extra-curricular activities are very good and a strength of the school.
Provision for pupils with special educational needs	Good. Attention is given to individual needs and pupils participate fully in all areas of the curriculum. Emphasis on reading in Year 7 is effective and helps pupils to cope with work in all their subjects.
Provision for pupils with English as an additional language	The very few pupils with English as an additional language have no language difficulties that require additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Opportunities for moral and social development are very good. Provision for spiritual and cultural development is good. The requirement for a daily act of collective worship is not met.
How well the school cares for its pupils	The school is caring; individual pupils are known well. Progress is monitored systematically. Health and safety procedures are satisfactory. The school provides a supportive environment in which to learn.

The curriculum is broad and balanced from Years seven to eleven and builds upon very good links with the primary schools. The school provides a good range of A/S and A Level courses as well as vocational courses. Sixth form students are well supported. Requirements of the National Curriculum are met. A very good programme of support and guidance, related to pupils' personal development, careers and academic development, helps them to make very good progress in all aspects of school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Leadership has a sense of vision, enthusiasm and is committed to raising achievement and helping pupils to make the most of themselves within the school and local community.
How well the governors fulfil their responsibilities	They provide very good support and fulfil almost all of their statutory responsibilities. Governors are effective in questioning and supporting the work of departments to which they are attached.
The school's evaluation of its performance	Very good. Rigorous monitoring and evaluation of pupils' attainment and progress and increasing monitoring and evaluation of teaching.
The strategic use of resources	The school development plan provides a clear framework for spending priorities. Efficient use is made of the school's resources. Valuable support is given by non-teaching staff.

Leadership is very effective. The aims of the school are well reflected in its work. Parents have confidence in the leadership of the school. The statutory requirement for a daily act of collective worship is not being met. Leadership and management in subject areas are good. Effective planning and very good teamwork are helping to raise standards. The school makes very good use of its resources to help pupils to learn effectively in a supportive environment. The sixth form provision is cost effective. Resources for special educational needs are very well used: pupils make good progress. Staffing, accommodation and learning resources are all very well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects pupils to work hard and achieve their best. • The progress their children are making. • The school is helping their children become mature and responsible. • The good school management • The good teaching. • Children like school. 	<ul style="list-style-type: none"> • The information the school provides. • The closeness with which the school works with parents. • The amount of homework pupils are given. • Behaviour.

Parents are very supportive of the school and inspectors endorse their positive views. Some parents had mixed feelings about the closeness with which the school works with them and the information the school provides. Inspectors found that the school strives hard to involve parents and provides a good deal of information through regular newsletters, parents evenings and an award winning school website. Through interim and annual reports parents receive information on the progress their children are making. However, comment made in reports are often more about a pupil's attitude to work and effort made, rather than what the pupil knows, understands and can do, and what must be done in order to improve. Homework is set regularly and homework tasks are generally used to consolidate and extend pupils' learning. Overall standards of behaviour are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average in most subjects.

1. National Curriculum tests taken in the last year of primary education, at the end of Year 6, show that pupils enter in Year 7 with standards of attainment that, although wide ranging, are, overall, above average. Pupils achieve well and make good progress overall at Sir John Nelthorpe School and results in National Curriculum tests taken at the age of 14, at the end of Year 9, have been rising at the same rate as results nationally. The 2000 test results for mathematics and science were well above average, and results in English above average, when compared with all schools and with similar schools. Although girls outperform boys in English and mathematics, there are no significant differences in performance in science. The 2000 teacher assessments show well above average attainment by the end of Year 9 in design and technology, geography, information and communications technology and music, above average attainment in history and average attainment in art and physical education. Attainment in modern foreign languages was well above average in 1999 but dropped to be below average in 2000. This was due mainly to problems in staffing that have now been resolved and the standards of pupils presently in Year 9 are above national expectations.

2. GCSE results show sustained improvement since the time of the last inspection and have been rising at above the national rate of improvement. In the 2000 GCSE examinations, 63 per cent of pupils achieved five or more higher A*-C grades, compared with the national average of 49 per cent, and 95 per cent of pupils achieved five or more A*-G grades, compared with 90 per cent nationally. Both the average GCSE points score per pupil and the percentage of pupils achieving five or more A*-C grades were above the national average and well above average when compared with similar schools. These results represent satisfactory progress and achievement from the end of Year 9 for most pupils and good progress and achievement for some. By the end of Year 11, almost all pupils on the special educational needs register achieve five or more A*-G grades in the GCSE examination and some achieve five or more A*-C grades. These results represent good progress and achievement by these pupils.

3. Results in the 2000 GCSE English, English Literature and mathematics examinations were well above the national averages and above those achieved in 1999. Overall results in science, although above average, are not as high as those in English and mathematics. In addition to the co-ordinated science GCSE course, the school offers the separate science subjects of biology, chemistry and physics as GCSE options and in 2000, the results of the small number of pupils who take these options were well above average. However, results in the combined science course, taken by the majority of pupils, were about average. Comparison of the progress made by these pupils through Years 10 and 11 with the progress made by the same pupils in English and mathematics shows that, taken overall, they made better progress and achieved higher standards in English and mathematics than in science.

4. Standards in child development, design and technology graphics and religious studies are particularly good and this is reflected in GCSE results that are consistently well above average. Pupils also achieve well in art, design and technology, French, German, geography, history, and music. In these subjects the 2000 results were well above average. Results in

science, drama and office applications were above average, while results in business studies were average. Although results in physical education were below average they represented good levels of achievement by the pupils who took the examination. Girls outperformed boys in all subjects other than English literature and business studies, where results were about the same, but in German boys outperformed girls.

5. Overall results at GCE A Level in 2000 were about the same as the national average. These results represent good achievement and progress from the end of Year 11. Students achieved particularly good standards in art, biology, drama, English literature, French, geography, German, history and physical education. Students also achieved good standards on GNVQ courses at both Intermediate and Advanced Level, with the majority of students completing the courses in full and obtaining accreditation. There are no consistent differences in performance between boys and girls in examinations taken in the sixth form.

6. The school monitors results of all national tests and examinations carefully and challenging targets are set for individual subjects and for the school overall. In lessons and other work seen, standards at the end of Years 9 and 11 are well above national expectations in most subjects and by the end of Year 13 they are consistent with expectations.

7. The majority of pupils enter the school with a good basic knowledge of language. The English department is in close contact with the primary schools and this ensures that there is good continuity in the development of pupils' literacy skills when they enter Sir John Nelthorpe School. The school is taking part in the National Key Stage 3 pilot project and the English department has produced some challenging and interesting schemes of work with a strong emphasis on the development of teaching and learning. In this the department draws on many aspects of the National Literacy Strategy, being taught in the primary schools. The development of literacy skills is given a high profile in all subjects and the standards of work seen in English and other subjects show that standards of literacy are well above average. Staff development initiatives have raised teachers' awareness of ways of developing pupils' literacy skills and the use of word walls, reading and writing frames, and a more structured approach to the development of accuracy in pupils' writing can be seen in most subjects.

8. Pupils have very good oral skills and communicate their viewpoints clearly. They are confident speakers and listen carefully during question and answer sessions, group work and discussion. They use a wide vocabulary, including specialist vocabulary, in all subjects, and make good use of technical language when taking part in oral work. They are curious about their work and ask many questions to clarify their understanding and ideas. Throughout Years 7 to 11, pupils engage in role-play in English and drama and make good use of collaborative work to extend their oral skills. Sixth form students use very good oral skills to discuss their learning and make use of analogy to express their views and extend each other's thinking. However, some students show a lack of confidence in the use of subject specific technical terms when engaged in class discussion. Reading and comprehension skills are well above average and pupils read and interpret texts accurately and with understanding. Reading skills are promoted in English through units of work on the library and a reading programme linked to a stepped award scheme. Some subjects such as religious education give pupils the opportunities to read aloud and pupils' read competently with expression and understanding. High order reading skills are used to carry out research and investigation, in for example, art, science, business studies, geography and design and technology.

9. Standards of written work are very good and writing is used for a variety of purposes in most subjects. Good examples of creative writing are seen in science and pupils make written evaluations in art, child development and food technology. They also produce written reviews in drama and investigative reports in business studies, science and geography. Pupils take part in peer marking and correct and edit each other's work accurately. They use a wide vocabulary in their written work and show an increasing understanding of technical language as they move through Years 7 to 11 and into the sixth form. The literacy skills of pupils with special educational needs develop well in Years 7 and 8, and allow full access to the curriculum. The key skills unit of work, taught as part of the sixth form curriculum, usefully consolidates and extends the literacy skills of students in the sixth form.

10. Work in the mathematics department lays the foundation for the development of pupils' number skills, which are well above average. Pupils have very good mathematical data-handling skills and very good number and calculation skills. Their algebraic skills are strong and their understanding of shape and space is very good. Pupils are able to apply their mathematical skills in other subjects such as science, geography, business studies and design and technology. The regular practice of mental arithmetic skills in mathematics lessons helps pupils to work more efficiently when solving problems.

11. Most pupils are competent users of calculators and information and communications technology. For example, in one Year 9 lesson pupils successfully used graphic calculators to solve algebraic equations. In science pupils manipulate whole numbers and decimals for their scientific tasks, and make use of tables and graphs to present results. Pupils are also able to calculate results to a required degree of accuracy and understand estimation and errors. Numerical skills are also used effectively in design and technology. In a Year 9 food technology lesson, for example, pupils made good use of their numerical skills to compare the weight, cost and ingredients of various products and make judgements about value for money. In art and design and technology, pupils are able to measure accurately and make good judgements about the size and proportion of objects. In Years 10 and 11, pupils show a lively interest in their investigative work, analyse patterns and structures, and produce neat diagrams, which aid their thinking. Pupils in all years are keen to discuss methods and answers to problems in order to improve their work.

12. Well above average standards were observed in most subjects throughout the school. In geography, pupils demonstrate a good grasp of geographical concepts as illustrated in knowledgeable discussions on the sustainability of the Panama Canal. Pupils demonstrate a good grasp of historical knowledge and can interpret events together with their causes and effects, for example, when discussing the division of Germany after the Second World War and the Berlin blockade. In modern foreign languages most pupils achieve well above average standards. Oral skills are good and pupils are able to answer questions in the foreign language. Pupils do well in project work and coursework and this is exemplified in their portfolios for art and their project folders in design and technology. High standards are achieved in the wide range of extra-curricular activities the school offers. These include musical ensembles, drama productions and a variety of individual and team sports. About 70 per cent of students progress from the sixth form into higher education.

Pupils' attitudes are very good, contributing well to their own learning and the sense of community in the school.

13. A real strength of the school is the very positive attitudes pupils have towards both their lessons and the school. Most pupils are keen to come to school and to do well. The vast majority of parents who responded to the pre-inspection questionnaire, with 93 per cent agreeing with the statement that their children like school supports this view. Pupils listen attentively in lessons, concentrate on the tasks set and are keen to respond to teachers' questions. Pupils are willing to help each other in lessons and show consideration towards those with disabilities. They work well in pairs and groups, collaborating effectively and responding well when given the opportunity to show initiative. Pupils' willingness to work co-operatively was clearly seen in a Year 7 netball lesson, for example, where despite it being a very cold and damp day, not one pupil complained about the conditions and all of the class sustained their concentration throughout the whole period.

14. The school atmosphere is enhanced by the numerous displays of high quality pupils' work in classrooms and along corridors. Pupils show respect for these displays, which remain untouched even though most are unprotected. There is no evidence of graffiti on any of the school buildings and although there is some litter in the public areas after breaks, most pupils behave responsibly with regard to litter. The majority of sixth form students are keen and enthusiastic about their work and their generally mature and responsible behaviour adds considerably to the general atmosphere of the school. Most use the sixth form common room and social areas sensibly, although a few display immaturity in their use of independent study time. Pupils use the art, music and computer rooms, workshops and laboratories responsibly and are very conscious of safety needs when engaged in practical activities.

15. The very good attitudes of pupils can be seen in the way in which they respond to the school's high expectations of behaviour. These are clearly understood and behaviour is good. Most pupils are polite, helpful to visitors and show respect to each other and to their teachers. The school is an orderly community and conduct around the school is good at lesson changeover times. Pupils queue patiently when waiting to enter the dining hall in the lower school and when queuing at the school gate to make their way to the off-site upper-school dining hall. Pupils also enter and leave morning assemblies in a composed manner. This is particularly important when large numbers of pupils leave the performing arts theatre at the end of morning assembly and movement in the corridor outside can come to a virtual standstill. The sensible behaviour of pupils, together with the vigilance of teachers, helps to ensure safety at these times.

16. Most pupils respond well to the efforts made to support those with behaviour difficulties. Incidents of unacceptable behaviour are dealt with effectively by staff. In the last school year there was one permanent exclusion and the number of fixed-period exclusions was below average for a school of this size. Pupils interviewed during the week of the inspection reported that there were very few incidents of bullying and that the school had dealt with any incidents effectively. They were confident that any future incidents would also be dealt with effectively. Attendance is generally well above average with little unauthorised absence. However, attendance dropped in the last school year to be about the same as the national average. This was unusual and due to an increase in authorised absence

because the school closed for a day as a mark of respect for the passing of the former chair of governors and last named descendant of Sir John Nelthorpe, who founded the school in 1669. Pupils are generally punctual at the start of morning and afternoon sessions and the majority of lessons start on time.

Good teaching with high expectations succeeds in motivating pupils.

17. Teachers make a substantial contribution to the success of pupils. The school's efforts since the last inspection to further improve the quality of teaching and learning have been successful. The quality of teaching and learning is good in Years 7 to 11 and very good in the sixth form. This finding endorses the view of 97 per cent of parents who responded to the pre-inspection questionnaire who agreed with the statement that teaching is good. Teaching is much improved from the time of the last inspection. In comparison with the previous inspection, the amount of satisfactory or better teaching has risen from 92 per cent to 97 per cent and the amount of good or better teaching has increased from 54 per cent to 84 per cent. In these lessons varied and challenging teaching captured pupils' interest and stimulated thoughtful responses. In the 37 per cent of very good or excellent lessons, teaching was imaginative, well paced, lively and productive, enabling pupils to quickly gain new knowledge and understanding, and to acquire appropriate skills. The overall improvement in teaching is having a good effect on pupils' learning and consistently good and very good teaching in English, mathematics and science has a marked effect on pupils' attainment and progress. One excellent lesson was observed in science. There were two unsatisfactory lessons, one in physical education and one in health and social care.

18. Teachers have very good subject knowledge, which underpins confident teaching. This, together with high expectations and good control and management skills, helps to create purposeful learning atmospheres in lessons. Pupils know that they come to school to work hard. This view is supported by parents, with 99 per cent of those who responded to the pre-inspection questionnaire agreeing that the school expects their children to work hard and achieve their best. Pupils respond well to this learning environment and relationships are very good. These provide pupils with the confidence to contribute to lesson activities. This was well illustrated in an excellent Year 8 science lesson where pupils responded enthusiastically to challenging teaching and made good progress in a lesson on the acidity of soil. Lessons are very well planned to build systematically on pupils' knowledge, understanding and skills. This was a feature of a Year 9 art lesson, for example, where a carefully structured lesson enabled pupils to gain increased understanding of the painting style of Toulouse Lautrec. Pupils, at all levels of attainment, are well challenged and this promotes interest and enthusiasm. In Years 10 and 11, pupils develop increasing maturity in their learning and demonstrate the ability to work on their own initiative. This is particularly evident in modern languages lessons, where pupils become able to hold quite fluent conversations in the foreign language.

19. Questioning is skilfully used to consolidate and extend pupils' learning and teachers ensure that all pupils take part in question-and-answer sessions so that discussion is not dominated by a few. This is seen in religious education lessons where teacher-led discussions are skilfully managed to engage all pupils. In a Year 11 lesson on some of the ethical issues related to abortion; pupils were able to express their views clearly and listened intently to the views of others. Skilful questioning to probe and develop students' understanding is a feature of much of the teaching in the sixth form. Often this leads to

mature and well-informed discussion, as in Year 12 mathematics lesson on the representation of data. In German and French a lively teaching manner successfully communicates the enjoyment of using a foreign language. In history and geography pupils learn well because teachers ask well-focused questions to emphasise main points and draw on their subject knowledge to give clear explanations and extend pupils' learning. Unsatisfactory lessons in physical education and health and social care lacked pace and challenge. They were dominated by lengthy contributions from teachers that, in physical education, required pupils to sit and listen for extended periods and, in health and social care, required students to take dictated notes for most of the lesson.

20. Teachers generally build well on the interests of pupils who respond very well on projects and longer pieces of coursework. Art portfolios and project work in geography, business studies and design and technology, for example, are very well researched and of a good standard. Effective use is made of resources and lessons are usually conducted at a brisk pace to achieve objectives. In most subjects effective use is made of video tape recordings, overhead transparencies and worksheets in a carefully planned way to promote pupils' learning. Particularly effective use was made of the overhead projector in a Year 12 business studies lesson to identify and summarise key learning points. Effective use of CD-ROMs and Internet facilities gives pupils access to a wide range of good quality information. Excellent use is made of information and communications technology in geography and modern foreign languages to support pupils' learning.

21. Teachers generally take good account of the different levels at which pupils are working in planning their lessons and this is facilitated by the allocation of pupils to teaching groups according to levels of attainment. The school makes good provision for pupils with special educational needs. They receive good support in lessons both from the class teacher and support assistants. Pupils experiencing particular difficulties in Years 7 and 8 are occasionally withdrawn from their normal lessons to receive intensive teaching to tackle the problem. This withdrawal is short-term and carefully monitored to minimise the effect on pupils' progress in other subjects.

22. Pupils' work is regularly checked, with marks given according to departmental marking schemes. However, these marking schemes do not always provide clear information on the standard of pupils' work in terms of National Curriculum levels and GCSE grades.

23. Homework is well used to consolidate and extend pupils' learning. In many subjects tasks are set which require the use of research skills. Homework is usually relevant and constructive in preparing pupils for the following lessons.

Very effective leadership is promoting very good standards and enthusiastic teamwork.

24. The headteacher provides the school with very good leadership. One of the strengths of the headteacher is a detailed knowledge of the school and the community it serves, and a willingness to embrace new ideas in the search for improvement. The headteacher is well supported by his deputies and the senior management team.

25. The aims of the school are well reflected in its work. The school has a strong positive atmosphere and provides a well-ordered learning environment in which pupils attitudes, attainment and personal development are all very good. Planning is very well organised,

systematic and well focused on maintaining and improving standards. Governors have high expectations and are conscientious in carrying out their responsibilities. They are closely involved in budget planning and have a very good sense of best value in spending. Except for collective worship, statutory requirements are met. Governors are vigilant about health and safety and satisfactory arrangements for child protection are in place. They work closely with the headteacher and senior staff and are highly committed to helping the school to do its best for its pupils and the local community.

26. The school made a vigorous response to the previous inspection report and has made good progress in overcoming weaknesses identified at that time. The quality of teaching has improved and there is more good teaching. Learning activities are more closely matched to the needs of pupils in lessons and the school policy for special educational needs is being implemented more effectively. More opportunities are provided for pupil self-assessment and evaluation, and pupils' work is now marked more regularly. The implementation of school policies and plans is now more closely monitored by members of the senior management team, heads of department and by governors. The length of the teaching week has been extended and now meets government recommendations, and more effective use is made of the morning registration period. The personal and social education programme has been improved.

27. Significant improvements have been made since the last inspection. Excellent new sixth form teaching accommodation has been provided, a technology room has been refurbished and the information and communications technology cabling has been renewed. Accommodation has been enhanced by the refurbishment of one laboratory for science and one laboratory for modern foreign languages. Improvements have also been made to the accommodation for music. Very good indoor social areas have been developed for Years 9, 10 and 11. However, the school is still unable to comply with the requirement to provide a daily act of worship.

28. Target setting is well established in Years 10 and 11 and is now being extended to include Years 7 to 9. The commitment to improvement is also seen in the school's participation in the National Key Stage 3 pilot project through which, amongst other things, the school undertakes to strengthen teaching and learning in Years 7 to 9.

29. The overall quality of leadership and management provided by heads of department, heads of year and subject co-ordinators is good. They lead by example and provide good role models for teachers within their teams. The co-ordination of special educational needs is effective and ensures that pupils are provided with good support. The sixth form is well managed and cost effective. It provides students with a very good range of opportunities. A strong sense of teamwork is evident in most departments and this is having a positive effect on achievement and the raising of standards; in particular on the achievement of pupils with special educational needs. The strong sense of teamwork extends to non-teaching staff, who are themselves very committed to the pupils, school and community. Their make a valuable contribution to the ethos of the school.

Pupils' personal development is enhanced by very good support and guidance and a very good range of extra-curricular activities.

30. The school draws pupils from 24 primary schools and makes great efforts to ensure that all pupils receive good support when they transfer to Sir John Nelthorpe School. Both parents and pupils say that the transfer arrangements are effective and that the school induction procedures are very good. Pupils are allocated to tutors, who remain with them while they are in the lower school in Years 7 and 8, and although some remain with the same tutors in Years 9 to 11, most are allocated to new tutors when they move to the upper school. Pupils are in contact with their tutors every morning for the tutorial period and this extended contact enables tutors to develop a very good knowledge of individual pupils and their particular social and educational needs. This knowledge underpins the school's provision for pupils' personal development, which is a strength of the school. Heads of year, who remain with their year groups as they move through Years 7 to 11, play important roles in ensuring continuity in care and provide good support for tutors. All tutors are provided with carefully constructed tutor files, which give guidance on pastoral policies and procedures, and help to ensure consistency in support between tutors. Heads of year meet regularly with their tutors to discuss and monitor individual pupils academic and social progress. As consequence, all pupils are provided with very good support as they move through the school. The quality of this provision makes a significant contribution to pupils' progress and achievement.

31. Careers and work-related education is very good and benefits from the school's well-established links with careers service, employers and further and higher education. A good feature of the school's work-related education are the industry days held for pupils in every year group. These days, which are well organized by the vice-chair of governors, enable pupils to gain insights into work in commerce and industry. In Year 9, pupils are given good guidance in their option choices and in Years 10 and 11, pupils benefit from careers units which are taught as part of the very good personal, social and health education programme. Very successful careers conventions are held for these older pupils, and days when external speakers visit the school to share personal experiences of different careers are held for pupils in Year 11. This provision is very well planned and based on the importance of pupils acquiring the skills to manage their own lifetime learning and career development. Parents are invited to all the important events and play a full part in helping to guide their children's choices. Work experience is well co-ordinated and provided for all pupils in Year 11, and for students in the sixth form, whose work experience include placements in Europe. The work-related curriculum is being extended to meet more fully the needs of all pupils. Overall, these aspects of the curriculum help most pupils to form very well considered goals for their future and to cope well with the transition to the next stage of education or employment.

32. Very good care and support is also provided for pupils with special educational needs. Through very good liaison with the primary schools, the school has a good knowledge of pupils' needs before they enter the school in Year 7. Pupils' individual education plans are well prepared and clearly indicate pupils' needs and general learning objectives. However, these are not translated into specific learning objectives in all subjects. Nevertheless, all staff are aware of these pupils and this is an important factor in the very good progress that these pupils are making both in their lessons and over time.

33. The school provides very good support for pupils with behaviour difficulties. Pupils respond well to the school's behaviour strategy, which places emphasis on the recognition and reward of good behaviour, while making clear the consequences that follow unacceptable

behaviour. As a consequence, behaviour and conduct improves as pupils get older, and older pupils provide very good role models for younger pupils. The school makes strenuous efforts to support pupils and avoid the need to exclude. These efforts include the use of internal suspension for pupils whose classroom behaviour is disrupting teaching and learning. This sanction, which involves pupils working in isolation for a limited period is reserved for the most serious offences, is proving an effective way of managing these pupils, and as a consequence the number of fixed period exclusions is very low for a school of this size.

34. Pupils are provided with many opportunities to show initiative and to take responsibility for themselves and others. The school head boy and head girl are elected by staff and other members of the sixth form, and act as representatives of the school and attend governors meetings. Although there is no school council, pupils are consulted through tutor groups and their views are treated seriously. The high level of participation of the sixth form in the life of the school contributes significantly not only to their own personal development, through the exercise of responsibility, but also to the development of younger pupils, through the very good role models they provide.

35. The school provides a very good range of extra-curricular activities in which a large number of pupils participate. This is a strength of the school and recognised as such by parents at the pre-inspection meeting, although a small percentage of parents who responded to the pre-inspection questionnaire disagreed. The extra-curricular activities offered by the school not only enrich the curriculum but also extend the breadth of pupils' cultural experiences and increase opportunities to achieve. Pupils respond well to these opportunities and standards are high. There are drama and musical productions, and a variety of musical ensembles and singing groups. The school choir has performed in Italy and Spain.

36. The school strives to develop in pupils an appreciation of their own cultural traditions in many subjects of the curriculum, most obviously through English literature, dance, drama, music, art, history and geography. This work is well supported by theatre and cinema visits, school musical, dance and drama productions, field trips in geography, history and science and numerous educational visits to places of cultural and historical interest, including visits to local places of worship. Pupils' learning about other European cultures is well supported by work in modern foreign languages and exchange visits with schools in France, Germany and the Czech Republic. Sixth form students also participate in video conferencing with schools in these and other European countries. Outdoor and residential activities make a very good contribution to pupils' social development, as does participation in outward-bound activities.

37. Sport is a particular strength of the school; a high proportion of pupils take part in some form of extra-curricular sporting activity and standards are high. There is a very good range of internal school competitions and school teams compete against other schools with a good level of success.

The sixth form provides a very good range of learning opportunities and very good support for students.

38. Sixth form provision is through Brigg Sixth Form College, which is a partnership arrangement with the neighbouring Vale of Ancholme School. This is a very good arrangement. Sixth form provision is cost effective and provides students with a very good range of AS, A Level and vocational courses, supplemented by an enrichment programme

covering religious education, information and communications technology, careers and games. The management of the sixth form has been reorganised since the last inspection and is now under the oversight of a cross-schools committee, which meets regularly.

Responsibility for day-to-day management is delegated to joint sixth form directors who are based in each of the partner schools. These directors are in close contact with each other and management of the sixth form is very good. Parents at the pre-inspection meeting spoke highly of the standards attained and the family atmosphere of the sixth form.

39. The overall quality of teaching in the sixth form is very good. The commitment and dedication of teachers, together with the careful monitoring of students' progress, ensures that students achieve well in relation to their levels of attainment at the start of their courses. The very effective use of teachers' subject knowledge to question and probe students' understanding is a feature of much of the teaching in the sixth form. This often leads to mature and well-informed discussion and makes a significant contribution to the good progress that students are making. There is no set homework timetable for sixth formers and students are expected to organize their own work both at home and in their private study periods, although guidance is readily available from subject teachers. The majority of students respond well to the independence this allows and the sixth form develops into a community of mature learners. However, a few students lack the maturity necessary to take full advantage of the responsibility placed on them and do not always use their study periods constructively. The excellent new teaching and study rooms and computer suite enhance teaching and learning in the sixth form.

40. Students are given very good support and guidance in the options available to them when they leave the sixth form. They receive regular careers advice and information from the director of the sixth form, the school's careers staff and the sixth form specialist member of the Scunthorpe Careers Service. Timetabled lessons deal with matters relating to higher education and employment after college. This is supplemented by talks from visiting speakers, mock interviews and visits to institutions of higher education. Work experience is well co-ordinated and provided for all Year 12 students. This experience includes work placements in England, Germany, France and the Czech Republic and plays an important role in helping students make their career choices.

41. Sixth form students are given many opportunities to show initiative and take responsibility. The school head boy and head girl are elected by staff and other members of the sixth form, and in addition to acting as representatives, attend school governors' meetings and meetings of the sixth form student committee. The high level of participation of the sixth form in the life of the school makes a significant contribution to the ethos of the school. Sixth form students provide very good role models. They are active in tutor groups and from Christmas onwards are attached to a Year 7 tutor group, which they attend once a week. Opportunities to show initiative and take responsibility also arise through fundraising and charitable activities. For example, self-motivated Young Enterprise groups operate successfully in extra-curricular time and receive advice and support through the very good links the school has with local and national companies. The sixth form committee organizes the annual 'TWAG' week during which students raise money for charity. This highly successful event is organized entirely by the students who this year raised over £3,000 for charity. The money raised was presented to charities, chosen by the students, at the sixth form carol service in December.

Innovative use is made of information and communications technology to support learning, particularly in geography and modern foreign languages.

42. The school has a good strategy for the use of information and communications technology to support teaching and learning. A substantial financial investment has been made in upgrading the network and the planned purchase of additional computers later this year will bring the ratio of pupils to computers close to the national average. The co-ordinator has carried out audits to ensure that pupils receive their full curriculum entitlements in Years 7 to 11 and there is well-organised training programme to ensure that all teachers are competent and confident in the use of information and communications technology. The progress of teachers through this programme is being monitored so that the school has a clear picture of the development needs of teachers in all subjects. The school has also offered early-evening training sessions for parents in order to provide them with the skills necessary to support their children's learning.

43. The school has a history of innovation in the use of information and communications technology. A school forum initially established to make bids for resources to support project work has in addition become an opportunity for the exchange of ideas and support for development work being undertaken in departments. The project work undertaken enriches the curriculum and supports the raising of standards by considerably extending pupils' learning experiences. For example, through the 'Comenius Project', pupils in modern languages, geography and history have engaged in live video conferencing with the partner school in Germany. Through the 'Saxophone Project' pupils engage in simultaneous video conferencing with schools in England, Germany, Sweden and the USA, and through the British Council sponsored 'Interlink Project' pupils work co-operatively with pupils in schools in New Zealand.

44. The development of the school-based Intranet has allowed the use of Web based material to be centrally located and be easily accessible to pupils. Business studies, modern languages and geography have made particularly good use of this facility to enrich and support pupils' learning. For example, spreadsheet work in geography has been developed to support field study work in terms of drawing cross-sections and profiles from data for examination work. Work within modern foreign languages has been enhanced through the use of original source material for pupils to study. In modern foreign languages pupils are enthused by the innovative use of information and communications technology, including computer based learning programmes written by the head of department. This is having a positive effect on standards, particularly in German, where the motivating effect on boys is contributing to the standards they achieve. In 2000, it was the only GCSE subject in which boys outperformed girls.

WHAT COULD BE IMPROVED

Standards of attainment in GCSE science are not as high as they should be.

45. Pupils achieve well and make good progress in science in Years 7 to 9. Results in National Curriculum tests in science taken at the end of Year 9 in 2000, were well above average both in comparison with all schools and with similar schools. This has been the case in most years since the last inspection and the National Curriculum science test points scores show that, on average, pupils at Sir John Nelthorpe School are just over two terms ahead of

pupils in other schools in science at the end of Year 9. However, this position is not maintained through Years 10 and 11, and overall GCSE results in science, although just above average, are below those achieved in English and mathematics. In Years 10 and 11, most pupils take the double award combined science course with a few lower-attaining pupils taking the single award. A small number of higher attaining pupils take physics, biology and chemistry as separate subjects. Although the results obtained by pupils taking these separate science subjects are generally well above average, results in the combined science course were below average in 1999. The school identified the pattern of teaching as being a contributory factor to the below average results in 1999 and changes to increase continuity in teaching brought about an improvement in performance with results rising to average in 2000. Further organisational changes have been implemented in order to further raise standards. Nevertheless, the results should be higher and boys in particular are not achieving the standards they should be.

Co-ordinated provision for gifted and talented pupils.

46. The school makes provision for gifted and talented pupils in a number of ways. For example, a science summer school was held in August 2000 and very well received by pupils and parents. The school encourages departments to make provision for the gifted and talented through extension work and opportunities are also provided through the very good range of extra-curricular activities. There are numerous opportunities for talented pupils to perform in drama and musical productions or in the various musical ensembles. Opportunities for gifted linguists are provided through activities such as video conferencing with the partner schools in France and Germany. Opportunities for pupils gifted in sports are provided through the range of individual and team competitions in which the school takes part. However, although there are a number of examples of good provision being made for gifted and talented pupils in many subjects, there is no co-ordinated school approach. There is no system for ensuring their early identification and for making all teachers aware of the characteristics of pupils capable of high attainment in their subjects. Consequently there is no system for monitoring the progress of these pupils to ensure that they are being challenged appropriately in all subjects and fulfilling their potential. The school recognises that there is a need to improve provision in this area and the gifted and talented have been chosen as a school focus in the National Key Stage 3 pilot project.

The guidance given to pupils and parents on attainment in relation to national standards and the information provided to parents through school reports.

47. Teachers assess pupils' work regularly and thoroughly. However, departments do not follow a common school marking scheme. Instead, general guidance is provided to departments and each department is expected to follow this guidance in deciding a scheme of marking most appropriate to the subject. Teachers use these schemes diligently to indicate pupils' attainment and pupils generally understand the meaning of the grades awarded. Pupils are assessed in terms of National Curriculum levels at the end of Year 9, in accordance with statutory requirements, and these assessments are reported to parents. However, departmental marking schemes are not benchmarked against National Curriculum levels and so, other than at the end of Year 9, pupils and parents are not given clear guidance on the standards being achieved in national terms. As a consequence, the school is missing an opportunity to make pupils aware of their National Curriculum levels and to use the levels to

set targets in Years 7 to 9. In Years 10 and 11, the use of GCSE grades when, for example, end of unit work is being assessed provides clear guidance on the standard being achieved and enables targets to be set for future work. However, the use of different departmental marking schemes when other pieces of work are being marked is confusing and makes comparisons of performance across subjects difficult for both pupils and parents.

48. The school strives hard to provide parents with information through, for example, the prospectus, parents' evenings, newsletters, and booklets before entry to Year 10 and the sixth form. Information is also made available through the 'Times Education Supplement' award winning school website. Through interim and annual reports, parents receive information on the progress their children are making. Although these reports are useful for parents, the full report is not as informative as it could be in telling parents how well their children are achieving in each subject. Much of the comment teachers make in the reports refer to pupil's attitudes to work and the effort made, rather than what the pupil knows, understands and can do, and what must be done in order to improve. Also, the use of percentages and letter grades on the reports does not give parents a clear idea of pupils' attainment in terms of national standards.

Accommodation for science and physical education, and the upper-school dining hall.

49. Significant improvements have been made to the school accommodation since the last inspection. Part of the former boarding house has been renovated to provide excellent new sixth form teaching accommodation and the further renovations are in progress to provide accommodation for the special educational needs department. A technology room and music room has been refurbished and the information and communications technology cabling has been renewed. Accommodation for science and modern foreign languages has also been enhanced by the refurbishment of two laboratories. Nevertheless, due to the popularity of the school, the number of pupils on the school roll is rising and this is, in some instances, beginning to have a detrimental effect on teaching and learning. The shortage of science laboratories means that too many lessons have to take place outside laboratories and the existing laboratories are in almost continuous use. This interferes with the preparation of laboratories for lessons and the need for preparation eats into the teaching time available in lessons.

50. The physical education department makes effective use of the very good outdoor facilities available on the school site. These facilities have been enhanced since the last inspection by the resurfacing of the netball and tennis courts which now provide an excellent all-weather surface. However, as noted in the previous inspection report, indoor facilities for physical education are poor and restrict the curriculum. The hall used for indoor work in the lower school is too small for the number of pupils in lessons, and lesson activities cannot include ball work. The gymnasium in the upper school is old, poorly heated and very difficult to keep clean. It is unsuitable for floor work and gymnastics. Also, the increasing demands on the hall and gymnasium for year tests and examinations causes further interference with the physical education curriculum, particularly when unfavourable weather conditions make it impossible to use the outdoor facilities.

51. The school has made repeated efforts to improve the dining accommodation. However, there has been little change since the time of the last inspection. The dining accommodation in the lower school is cramped and barely adequate for the number of pupils who use it. The dining arrangements in the upper school are poor. Pupils are required to queue outdoors in year groups, and in all weathers, before moving off the school site across a road, which has no marked pedestrian crossing, to a small dining hall. The ventilation in the dining hall is inadequate and because of this and the overcrowding in the hall, the room is often humid. In adverse weather conditions pupils often return to school and have to sit through afternoon lessons in damp or wet clothing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school is aware of the issues raised in this report and action to tackle them is part of the school's plans for improvement. To further raise the standards of work and attainment of pupils, the governors, headteacher, senior management team and staff should now:

- Raise standards in science by ensuring that ensuring that the GCSE science course is suited to the needs of average attaining pupils in general and boys in particular.
(Paragraphs: 3, 45)
- Improve provision for gifted and talented pupils by:
(Paragraph: 46)
 - * developing a co-ordinated school policy for the gifted and talented to which all subjects contribute;
 - * establishing procedures for the early identification and assessment of the gifted and talented;
 - * ensuring that all teachers are aware of the characteristics of pupils capable of high attainment in their subjects;
 - * monitoring to ensure that the school policy is being implemented effectively in all subjects.
- Improve pupils and parents understanding of attainment in relation to national standards by:
(Paragraphs: 22,47)
 - * developing a common school marking scheme that makes use of National Curriculum levels in Years 7 to 9 and GCSE grades in Years 10 and 11.
- Ensure that school reports provide parents with clear information on:
(Paragraphs: 47,48)
 - * what their children know, understand and can do;
 - * the standards they are achieving; and,
 - * what they must do in order to improve.
- Continue to press the case for improved accommodation for science, physical education and for dining in the upper school.
(Paragraphs: 49-51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	36	47	13	3	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	871	107
Number of full-time pupils eligible for free school meals	90	2

Special educational needs	Y7 - Y11	Sixth form
Number of pupils with statements of special educational needs	20	1
Number of pupils on the school's special educational needs register	194	1

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.9

Unauthorised absence

	%
School data	0.4
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 pupils in final year of Key Stage 3 for the latest reporting year:	Year	Boys	Girls	Total
	2000	74	88	162

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	45	56	58
	Girls	75	69	62
	Total	120	125	120
Percentage of pupils at NC Level 5 or above	School	74	77	74
	National	63 (63)	62 (62)	55 (55)
Percentage of pupils at NC Level 6 or above	School	37	54	48
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	34	53	45
	Girls	68	69	65
	Total	102	122	111
Percentage of pupils at NC Level 5 or above	School	63	75	69
	National	63 (64)	65 (64)	59 (60)
Percentage of pupils at NC Level 6 or above	School	32	40	29
	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	71	82	153

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	37	67	70
	Girls	59	79	80
	Total	96	146	150
Percentage of pupils achieving the standard specified	School	63	95	98
	National	49 (47)	90 (91)	94 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	43
	National	38 (38)

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
	2000	16	10	26

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	14.9	20.3	16.9 (19.2)	4	6.5	5
National	16.9	17.7	17.4 (17.9)	2.5	2.8	2.6 (2.8)

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 pupils who achieved all those they studied	School	88
	National	82.5

Ethnic background of pupils

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	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)	56.8
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7– Y13

Total number of education support staff	23
Total aggregate hours worked per week	508

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	76.8
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Average teaching group size: Y7 – Y11

Key Stage 3	25.0
Key Stage 4	20.7

Financial information

Financial year	1999-2000
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	£
Total income	2331361.00
Total expenditure	2349261.00
Expenditure per pupil	2532.00
Balance brought forward from previous year	116089.00
Balance carried forward to next year	98189.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	982
Number of questionnaires returned	271

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	56	4	1	1
My child is making good progress in school.	43	52	3	1	1
Behaviour in the school is good.	33	56	6	2	3
My child gets the right amount of work to do at home.	30	56	11	2	1
The teaching is good.	41	56	2	0	1
I am kept well informed about how my child is getting on.	32	53	10	1	3
I would feel comfortable about approaching the school with questions or a problem.	51	45	3	1	0
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	31	49	15	1	4
The school is well led and managed.	48	49	2	0	2
The school is helping my child become mature and responsible.	44	52	1	0	2
The school provides an interesting range of activities outside lessons.	29	48	13	1	9

Other issues raised by parents

Written comments were included with 19 (7 per cent) of the questionnaires returned. Parents expressed strong support for the school and satisfaction with their children's academic and social progress. A small number of parents' comments related to instances of bullying, the amount of time required to complete homework in Years 10 and 11 and support for pupils with behavioural difficulties.