

INSPECTION REPORT

BISHOP WORDSWORTH'S GRAMMAR SCHOOL

Salisbury, Wiltshire

LEA area: Wiltshire

Unique reference number: 126508

Headteacher: Mr Clive Barnett

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 27th February – 1st March 2001

Inspection number: 187294

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Grammar (selective)

School category: Voluntary aided

Age range of pupils: 11 - 18

Gender of pupils: Boys

School address: 11, The Close
Salisbury
Wiltshire

Postcode: SP1 2EB

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Appropriate authority: The governing body

Name of chair of governors: Mr N D Parker

Date of previous inspection: 18th March 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Wordsworth's Grammar School is a selective grammar school catering for boys between the ages of 11 – 18 years. There are 791 students on roll: this is smaller than other secondary schools nationally. Some sixth form courses are taught jointly with South Wilts Girls' Grammar School. The percentage of students identified as having special educational needs at 1.3 per cent is well below the national average, as is the proportion of students with statements of special educational need, at 0.3 per cent. The proportion of students receiving free school meals, at 0.4 per cent, is also well below the national average. There are few students of ethnic minority origin and one student speaks English as an additional language. The area served by the school is characterised by significant levels of social and economic advantage. Students enter the school with levels of attainment that are well above average. The school is over subscribed.

HOW GOOD THE SCHOOL IS

This is a highly effective school. Outstanding leadership creates a climate in which students are very keen to learn. Challenging lessons for all students lead to very high standards. Given the overall quality of what the students experience, including the high proportion of very good and excellent teaching, the school provides very good value for money.

What the school does well

- Outstanding leadership and well-managed monitoring and evaluation of the school's performance lead to very high standards in the great majority of subjects.
- Very good teaching leads to rapid increases in the students' knowledge, understanding and skills. It also plays a significant part in establishing very good relationships, very good behaviour and commitment to work.
- Students experience very good opportunities for their social and moral development through an outstanding range of extra-curricular activities and encouragement to take responsibility for themselves and for other students.
- The school has responded very well to the issues raised at the last inspection.

What could be improved

- There is not enough use made of information and communication technology in subjects across the curriculum.
- Assessment is not always used well to enable students to know how well they are doing and how they can do better.
- There are missed opportunities for deepening students' awareness of spiritual and multicultural issues.
- Provision for students with special educational needs is not always consistent.
- Accommodation is unsatisfactory.

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

The strengths of this very good school far outweigh its minor weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made considerable progress since the last inspection in April 1996. GCSE results have improved at a faster rate than nationally. There has been a steady upward trend in the very good results achieved at A-Level, with a slight dip in 2000. The areas for action identified in the last inspection have mostly been tackled successfully. The learning environment has been improved considerably through the creation of the new library and resources' centre. Students' use of information and communication technology has been improved, though there are difficulties outstanding in the range of provision. Considerable work has been undertaken to assess students'

progress more accurately, using criteria based on the levels of attainment described in the National Curriculum. The school has addressed very effectively the weaknesses in the management of some subjects. Very good monitoring and support have resulted in improvements in the quality of teaching in Key Stage 3, where weaknesses were identified.

STANDARDS

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

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

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The above table indicates that in 2000 GCSE results were very high, placing them in the highest 5 per cent nationally, and well above average for schools in similar circumstances. These results maintain the high standards reached in the previous three years. Students' performance in GCSE was very high in comparison with the national average with respect to the proportion gaining five or more grades A*-C and for those gaining one or more A*-G. The average GCSE points score was also very high in comparison with all schools nationally and well above average for similar schools. The upward trend in attainment is above the national trend.

In the 2000 tests for 14 year-olds, overall attainment was in the top 5 per cent nationally in English, mathematics and science. In comparison with similar schools, the results in mathematics and science were well above average and average in English. A-level results in 2000 were well above average. This represented a slight fall from the previous year when they were in the highest 5 per cent nationally. Standards of literacy and numeracy are good overall.

In lessons and in work seen, very good standards are achieved in all subjects. There are some weaknesses in attainment in information and communication technology, in that students do not apply and extend their skills within subjects. From above average levels of attainment on joining the school, the great majority of students acquire new knowledge and skills at a very rapid rate. Overall, students with special educational needs and those for whom English is an additional language achieve very well in relation to their levels of attainment on joining the school. Their rate of progress is comparable with that of their peers. This is also true of the few students from ethnic minority backgrounds. The school sets increasingly demanding targets for attainment and meets them.

STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students clearly value what the school offers them and are very positive in their response. The students' excellent attitudes to learning are revealed in their preparedness to work hard, their capacity to concentrate and their willingness to learn for themselves.
Behaviour, in and out of classrooms	Students in lessons and around the school behave very well. They are courteous to each other, to staff and to visitors. There are very few exclusions.
Personal development and relationships	The very good quality of relationships between students and teachers and between students themselves is a striking feature of the school, where learning is embraced enthusiastically.
Attendance	Very good. There is no unauthorised absence and the attendance rate is very high. Punctuality to lessons is very good.

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.

The overall quality of teaching is very good in both key stages and in the sixth form. English, mathematics and science are very well taught. Of the lessons seen, 10 per cent were outstanding, 56 per cent were very good, 22 per cent were good and 12 per cent were satisfactory. There was no unsatisfactory teaching observed during the inspection. There were strengths in all subjects and few weaknesses. Literacy and numeracy are well taught. The most striking features of teaching were the teachers' enthusiasm for their subject, their deep sense of purpose tempered by a lightness of touch and high expectations of attainment. Students respond very enthusiastically to lessons. They have high praise for the commitment and professionalism of their teachers. Satisfactory teaching is occasionally weakened by teachers answering their own questions or not allowing students to extend their ideas. A further minor weakness is the occasional overemphasis on the accumulation of information at the expense of critical analysis.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers the full requirements for National Curriculum subjects, other than in information and communication technology. An excellent range of extra-curricular activities enriches the curriculum. The school does not meet the requirement for the provision of an Act of Collective Worship.
Provision for pupils with special educational needs	Provision for students for whom a statement of special educational need exists is excellent. Though students on the special educational needs register are supported satisfactorily, they do not always receive consistent additional help: some teachers are unsure about what they need to do.
Provision for students with English as an additional language	The school provides well for any students it receives for whom English is 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	Provision for students' moral and social development is very good. Opportunities are sometimes missed to allow students to reflect on issues of spiritual significance. While students come to appreciate their own culture, there is insufficient emphasis on the diversity of culture within British society and beyond it.
How well the school cares for its pupils	The school takes good care of its students. The teachers know individual students well and give them very good guidance. There are some weaknesses in the way that students' academic performance is reported. Marking is not always used well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. Senior colleagues and teachers share his clear vision for the school. Management systems are clearly focused on the implementation of this vision and are very good.
How well the governors fulfil their responsibilities	The governors are diligent in the exercise of their distinctive responsibilities. They work well with the school.
The school's evaluation of its performance	The school has developed very effective systems for the evaluation of its own performance. Monitoring of teaching is consistent and effective.
The strategic use of resources	Resources are very effectively deployed towards the maintenance of high standards.

There is a very good level of staffing, including administrative staff. There is a good level of resources to support learning, other than information and communication technology, where resources are inadequate. Accommodation is unsatisfactory. The school is very careful to consider cost and value in all significant expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-seven per cent of questionnaires returned and 43 parents attended the meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress made by their children. • The expectation the school has that their children will work hard and achieve high standards. • The quality of teaching provided by the school. • The behaviour of the students and their attitudes to the school. • The leadership and management of the school. • That the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount and consistency of homework. • The information provided about their children's progress. • The way in which the school works with parents to support their children's learning. • The standard of accommodation provided.

The inspection evidence supports the parents' overall very positive view of the school. The inspection team looked very hard at the amount and use of homework. In general, homework is very supportive of students' learning and very well used; occasionally there is too much homework on any one night for the younger students. Inspectors concur with the view that information about the students' progress sometimes lacks sufficient detail. The inspection finds that the school works very well with parents in helping students' learning. While the inspection agrees with parents that the standard of accommodation is unsatisfactory, the school has done everything possible to address the situation.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Outstanding leadership and well-managed monitoring and evaluation of the school's performance lead to very high standards of attainment in the great majority of subjects

1. Students join the school with well above average levels of attainment. When they are aged 14, 16 and 18 they achieve very high standards. In the National Curriculum tests for 14 year-olds, attainment is very high in relation to the achievement of all schools and well above average for schools in similar circumstances. The same is true of the standards reached in the GCSE and A-Level examinations. These standards are reflected in the work seen in lessons during the inspection. The rapid rate of students' advances in learning is clearly related to the quality of teaching, but in equal measure results from the quality of leadership and management.
2. A commitment to excellence permeates the life of the school. In this respect, a key factor is the quality of the headteacher's leadership: his clear vision and sense of purpose communicate themselves to all staff. Most significantly, he combines his responsibility for management with a measure of excellent classroom teaching. The students thrive in what has steadily become a very cohesive, self-critical and imaginative learning community. The headteacher is assisted effectively in the day-to-day management of the school by his deputy and other senior colleagues. Members of the strong team of senior managers deploy their complementary skills to very good effect. Particularly notable is the excellent initiative concerned with the systematic inspection of departments. This ensures that those who carry out key responsibilities in managing subjects are sufficiently skilled and given the help they need to develop their roles. The high quality of the overall leadership and management of the school has had a significant influence on the raising of standards of attainment across the school. The quality of the leadership and management of subjects reveals itself particularly in the very high standards achieved in English, mathematics and science.
3. The governing body, too, plays a significant part in steering the school towards increasingly impressive achievements. The governors have formed themselves into a well-informed group, encouraging the school's work and monitoring its effectiveness, whilst respecting the professionalism of the teachers. The governors' clear understanding both of the school's strengths and where it needs to go forward in its development puts them in a strong position to help and advise the school in the continued achievement of excellence in its work.
4. The school is driven by a sense of common purpose, clarity of vision and enthusiasm for learning. The teachers rise above the limitations imposed by the poor accommodation and bring about some real transformation in the quality of the students' work. It must be added, however, that working in the shadow of an imposing cathedral spire compensates to some extent for the otherwise cramped working conditions.
5. Planning for the future development of the school is excellent. It is firmly rooted in a search for further steps to improve the quality of the students' experience. This is a school that is sustained by a spirit of innovation and deep trust in the commitment of the staff to what it stands for in the students' lives. The students themselves are eloquent in their praise for the way the school succeeds in inspiring those of all ages and interests with an appreciation of academic work, whilst tempering the seriousness of their lives with a lightness of touch.

Very good teaching leads to rapid increases in the students' knowledge, understanding and skills. It also plays a significant part in establishing very good relationships, very good behaviour and commitment to work.

6. A will to serve the interests of the students lies at the heart of the success of the teachers' work. They give generously of their time, sometimes well beyond the call of duty. The pride they take in their teaching and in the students' achievements is palpable: it shows itself in the quality of their preparation and the care they take to keep in touch with developments in the world of education. There are many strengths in teaching across the school. What strikes one most is the teachers' enthusiasm for their subject, which in turn stimulates the interest of the students. Lessons are alive with purposeful activity, with a generous sprinkling of good humour. High expectations of attainment are revealed in the dynamic way that teachers provide progressively demanding activities that eloquently embody key concepts and principles. Clear explanations, followed by searching questions, extend students' understanding and language. The use of stimulating resources is another key ingredient in effective lessons. This was a marked feature, for example, of an English lesson in Year 11. In this lesson, the students explored the ways different newspaper articles illuminated the question, 'What on earth is happening to the weather?' The teacher selected the articles, carefully ensuring that the highest-attaining students were not involved in work that was too easy and that the relatively lower-attaining students were at ease with the text they studied. From the exploration of this rich variety of texts lively debate ensued. This demonstrated the use of students' ideas at its best. Many other lessons exhibited similar characteristics. Constraining students to respect their own ideas and to interrogate sources for themselves was the key to the outstanding quality of some teaching in history. In one Year 9 lesson dealing with the relative strengths of the leading European powers in the 1930s, the students worked in the spirit of real historians. In the exploration of different views of the available sources of information, the teacher skilfully led the students to increasing levels of sophisticated analysis. There was a lively atmosphere of enquiry, interest and curiosity. The students left the lesson with a desire to return for more.
7. The students' very good behaviour is rooted in their deep respect for the school and for the professionalism of the teachers. They often work closely with the students in helping them to understand their own learning and the difficulties they sometimes encounter. This strengthens the already very good relationships between the teachers and the students. In this respect some outstanding teaching of history in Year 8 was remarkable in the extent to which it put the students in touch with their own learning, leading them to see what was required to improve their work and take it on to a different plane. The quality of self-evaluation was of a high order for students at this stage in their learning. Some of the best teaching in the sixth form was evident, for instance, in the teaching of politics. In these lessons, there was a strong emphasis on closely reasoned analysis rather than on the gathering of information. This led to increasing sophistication in the students' analysis of key concepts and a growing respect for the importance of giving cogent reasons for opinions. On the other hand, students escaped from the restrictions of logic in their stimulating art lessons. Some very good teaching in Year 7, for instance, encouraged students to throw caution to the winds and draw what they see, not what they know is there. This resulted in real absorption in the task and some work that revealed a refined awareness of shape, light and shade. In these lessons, the teachers' very close contact with the students' learning encouraged them to respect their own search for meaning and understanding and to value their best efforts.
8. Sensitivity to the individual needs of students was a striking characteristic of a mathematics lesson in Year 11. The students were stretched to the limits of their competence in complex work on measurement. The teacher's strength in this lesson was his skill in avoiding mystifying the students but making it all seem like an extension

of common sense. The students felt confident in asking questions and in seeking help. In many cases, this led to rapid advances in understanding. Similar sensitive guidance and help runs through all the teaching of English, but was particularly evident in a Year 11 lesson when the students were writing a timed essay. The teacher's encouragement to individuals to work with their own ideas led to a wide range of distinctive styles, each exhibiting excellence. The consistent emphasis on the involvement of the students in practical work and the development and testing of their own hypotheses is the secret of success in the teaching of science, where teaching is invariably of a high order. Students get off to a very good start in Year 7 when their curiosity about the world is stimulated through some exciting practical work, evident, for example, in their work on magnetism. A further strength in science is the skill with which teachers use questioning to find out what students already know in order to build on it. This was a defining feature in a lesson in Year 11 dealing with the properties of light waves. The students' knowledge was progressively extended from the teachers' secure understanding of what the students already knew. Skilful questioning in a Year 13 French lesson led to clear advances in students' confidence in reading. In music, too, excellent questioning by the teachers is the key to the rapid advances made by the students in coming to grips with some demanding musical concepts. Very good teaching in physical education leads to an increasingly refined understanding of the basic principles of fitness and health, resulting from the engagement of the students in well-organised activities.

Students experience very good opportunities for their social and moral development through an outstanding range of extra-curricular activities and the encouragement to take responsibility for them selves and other students

9. For a school with such limited space, the range of extra-curricular activities provided for the students is impressive and the participation rate is high. This requires the efficient use of some local amenities and the very imaginative use of the accommodation at the school. Very good relationships with The South Wilts Girls' Grammar School and a local independent school have led to some high quality joint activities, particularly in music and drama. The contribution of the physical education department to the extra-curricular life of the school is particularly notable. A considerable variety of competitive sport and games is offered. The school has been very successful on this front, particularly in rugby. This rich array of activities makes a strong contribution to the students' social development. The students rightly see the climate of positive social exchange as a strength of the school. Ironically, many students laud the positive aspect of the maze of buildings in that it encourages informal exchanges between staff and students. The students take every opportunity to be involved in the life of the school. For example, some older students organise activities for their younger peers. Many letters from agencies in the surrounding area expressed their appreciation of the maturity shown by the students in their dealings with them. Many students attend the Christian Union. This provides them with a forum to exchange beliefs and reflect on moral and religious issues.

The school has responded very well to the issues raised at the last inspection

10. The response to the last inspection in April 1996 was immediate and robust. The action plan drawn up in response to the issues raised was practical and feasible. It targeted key areas of the school's work and engaged all the staff in working out the measures needed to take the school further forward in its development. The learning environment has been improved considerably. The creation of the new library and resources centre represents a very significant improvement on the poverty of provision noted at the last inspection. This development has done much to extend the students' use of information and communication technology, though there are difficulties remaining as a result of the limitations imposed by the accommodation. Considerable work has been undertaken to

assess students' progress more accurately, using criteria based on the levels of attainment described in the National Curriculum. The school has addressed very effectively the weaknesses in the management of some subjects. There is now greater evenness in the clarity of direction given to departments by those who lead them. There has been a very concerted and successful effort to improve the quality of teaching and learning in Key Stage 3. Work on this front has led to a greater awareness of the importance of gaining an accurate picture of students' levels of attainment. Standards of attainment at GCSE have risen faster than the national trend. A-level standards have improved steadily and remain very good. The school has the drive, vision and imagination to bring about further improvements in all areas of its work. There is a real will to maintain the school's current high standards of achievement. This was evident in the very positive way the school embraced the inspection.

WHAT COULD BE IMPROVED

There is not enough use made of information and communication technology in subjects across the curriculum

11. Though the school has come a long way from the low level of information and communication technology noted at the time of the last inspection, there is much ground to cover in order to be in line with national developments. A particular weakness is the lack of appropriate information communication technology hardware or software for teaching the full range of the National Curriculum programmes of study in science. This problem is even more acute in the teaching of science at A-Level. Though there is a will to address the acknowledged deficiencies, the limitations imposed by poor accommodation have inhibited developments.
12. There has been insufficient objective analysis of the possibilities available to the school even within the constraints of the unsatisfactory accommodation. Additionally, there is insufficient application and development of information and communication technology in subjects. This arises for a number of reasons, but principally from the teachers' lack of confidence in this area of the curriculum. This is allied to an inadequate appreciation of the implications of deficiencies in skills in information and communication technology for the students' work at the next stage of their education.

Assessment is not always used well to enable students to know how they are doing and how they can do better

13. There is a growing awareness within the school of the need to use the available assessment data to better effect to help students to improve in their work. Many teachers do their best to ensure that students are properly apprised of their levels of attainment and of how best to improve. However, in the work undertaken in this field, there is a considerable lack of clarity about the precise meaning of many judgements about the students' attainment and progress. For example, the concept of effort is confused with the notion of progress. Though teachers have an intuitive and often accurate perception about how well students are performing and about what they need to do to improve, there is very little agreement about the ways to make reliable judgements of attainment. There is insufficient attention given to accuracy in marking. Parents, too, have some misgivings about this aspect of the school's work.

There are missed opportunities for deepening students' awareness of spiritual and multicultural issues

14. Though the school is committed to the development of the students' spiritual lives and there are some good opportunities to give expression to this commitment, for example,

through the Christian Union, this aspect of the school's work does not have a high priority in thinking and planning. Furthermore, it is not a central concern in many lessons where chances are often missed for relating issues to the students' own thinking and concerns. When encouraged, students are willing to share their innermost thoughts and beliefs. In art, music and drama, for example, students are encouraged to express their own creativity and imagination. They respond with admirable sensitivity and depth. In other subjects, that are, by nature, more knowledge based, there is a tendency to see knowledge as given and not rooted in the human quest for meaning. The students are not made sufficiently aware of the fact that they too are makers of the world of knowledge and have a stake in how it develops.

15. The students are not well prepared to live in a multicultural, multi-faith society. Though they have a deep understanding of their British inheritance, their horizons have not been extended to a full understanding of the implications for them of the cultural diversity now represented in most societies. In the study of religion, for instance, the students have had little first-hand experience of places of worship of other faiths. Furthermore, the cultural diversity already present in the school, albeit at a low level, is not seen as a resource or reference point for the discussion of religious beliefs. At the heart of this limited multi-cultural awareness in the school is the assumption that the predominantly white and British nature of the locality represents the setting in which most students will spend their lives.

Provision for students with special educational needs is not always consistent

16. The overall support and teaching for students with special educational needs are satisfactory, but there are weaknesses. The students who have a statement of special educational needs are excellently supported by very skilled teaching assistants. These work very effectively with the special educational needs co-ordinator in keeping in touch with current developments in this field. They have received very good training; this shows itself in the sophistication and sensibility with which they work in lessons. The special educational needs co-ordinator, inappropriately, is expected to carry out this demanding task whilst fulfilling other equally demanding management responsibilities. Despite the limited time available to the co-ordinator, many of the individual plans that exist are clear and helpful and provide some basic information and guidance; they do not always indicate precisely enough what needs are to be addressed or the measures to be taken. Though the teachers know these students well, they are not all aware of what counts as good practice nationally in dealing with students with particular difficulties. Some teachers are unclear about the nature of special educational needs in a selective school. The school is aware of the difficulties inherent in the current arrangements for the management of this area and has already been thinking and planning along the right lines. Despite these difficulties, students with special educational needs mostly make satisfactory to good progress in their work.

Accommodation is unsatisfactory

17. This is an abiding concern for all the staff. The huddled accommodation is particularly poor, leading to cramped classes and expensive but inefficient heating and ventilation. The accommodation for the staff is equally poor. The school manages to rise above the difficulties created by the accommodation to achieve very good results in examinations. What is impressive is the range of minor miracles executed to manage the accommodation to best effect. There is little or nothing the school can do to remedy the overall difficulties created by the nature of the site. There are impending improvements

to some of the most rundown areas. These planned improvements will do little to remedy the overall appalling state of some of the buildings; many of them are falling apart.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to secure the very high standards already achieved and improve the students' experience further the governors and the school should ensure that:

- information communication technology is used more extensively in subjects across the curriculum by:

managing the use of the hardware and software already in the school more effectively;

providing all teachers with the training needed to improve their confidence in the use and application of information communication technology;

exploring ways to use computers in classrooms by, for example, investing in palmtop machines;
(paragraphs 11 and 12)

- assessment data is used more effectively to identify how well students are performing and how they might be helped to do better by:

distinguishing more clearly between judgements about attainment and judgements about progress;

placing less emphasis on the concept of effort or, at least, being clearer about how judgements about effort are reached;
(paragraph 13)

- there are more opportunities for deepening students' awareness of spiritual and multicultural issues by;

raising awareness across the school of the significance for the students of opportunities for reflection on issues that touch on matters of deep concern;

planning for the inclusion of more opportunities for encouraging reflection on the human significance of issues as they arise;

extending students' cultural horizons through more experience of the cultural diversity that exists in British society and that is revealed already to some extent in the school;
(paragraphs 14 and 15)

- the arrangements for the management of what the school offers students with special educational needs are put on a firmer footing by:

providing more time and resources for the management of this area;

reviewing the current staffing arrangements whereby the special educational needs co-ordinator is overburdened with other responsibilities;

providing training for all staff on current developments in teaching and the curriculum for students with special educational needs;
(paragraph 16)

- the governors continue to press for improvements to the accommodation.
(paragraph 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10	56	22	12	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	570	221
Number of full-time pupils known to be eligible for free school meals	3	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	2	0
Number of pupils on the school's special educational needs register	8	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.8	School data	0.0
National comparative data	5.9	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	114	0	114

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	114	113	114
	Girls	n/a	n/a	n/a
	Total	114	113	114
Percentage of pupils at NC level 5 or above	School	100 (100)	99 (100)	100 (100)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	95 (90)	98 (98)	99 (100)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	114	114	114
	Girls	n/a	n/a	n/a
	Total	114	114	114
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	96 (92)	98 (100)	97 (100)
	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	109	0	109

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	109	109	109
	Girls	n/a	n/a	n/a
	Total	109	109	109
Percentage of pupils achieving the standard specified	School	100 (99)	100 (99)	100 (99)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.6)

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

GCSE results		GCSE point score
Average point score per pupil	School	65 (63)
	National	38.4 (38)

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
	National	n/a

Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	98	0	98

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	23.8	n/a	23.8 (25)	n/a	n/a	n/a
National	17.7	18.6	18.2 (17.9)	2.6	2.9	2.7 (2.8)

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

International Baccalaureate	Number	% success rate
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	n/a
	National	76.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	1
Chinese	1
White	785
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	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	49.4
Number of pupils per qualified teacher	16.0

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	8
Total aggregate hours worked per week	235

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	76.7
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Average teaching group size: Y7 – Y13

Key Stage 3	25.2
Key Stage 4	21.3

Financial information

Financial year	1999/00
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	£
Total income	2,151,564
Total expenditure	2,165,134
Expenditure per pupil	2,823
Balance brought forward from previous year	47,256
Balance carried forward to next year	33,686

Results of the survey of parents and carers

Questionnaire return rate 36.9%

Number of questionnaires sent out	791
Number of questionnaires returned	292

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	3	2	1
My child is making good progress in school.	60	37	2	0	1
Behaviour in the school is good.	56	41	1	0	2
My child gets the right amount of work to do at home.	38	51	9	1	1
The teaching is good.	60	37	2	0	1
I am kept well informed about how my child is getting on.	39	52	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	2	1	1
The school expects my child to work hard and achieve his or her best.	84	14	2	0	0
The school works closely with parents.	42	47	9	0	2
The school is well led and managed.	72	25	1	0	2
The school is helping my child become mature and responsible.	66	31	1	1	1
The school provides an interesting range of activities outside lessons.	38	47	7	1	7

Other issues raised by parents

There were no other issues raised