

# INSPECTION REPORT

## **COPPICE COMMUNITY HIGH SCHOOL**

Wednesfield, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104390

Headteacher: Mr R Rossides

Reporting inspector: William Goodall  
15127

Dates of inspection: 15-18 January 2001

Inspection number: 188005

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 19
Gender of pupils:	Mixed
School address:	Ecclestone Road Wednesfield Wolverhampton West Midlands
Postcode:	WV11 2QE
Telephone number:	01902 558500
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Pidgeon
Date of previous inspection:	13 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a comprehensive school with 903 pupils of ages 11 to 19 on roll. It is about an average size for its type, and has grown significantly in size recently. There are 112 pupils in the sixth form. The school serves a local housing estate in an area of comparative disadvantage. The proportion of pupils with free school meals is broadly in line with the national average, but the proportion of pupils with special educational needs is above average, and that of statemented pupils is well above. The school hosts a designated unit for 42 pupils identified as having moderate learning difficulties. The proportions of pupils from ethnic minorities and with English as an additional language are very low. The level of attainment of the pupils arriving at the school in Year 7 is very low when measured by the total points score in their National Curriculum tests at the age of 11. The school has developed an extensive vocational curriculum in both Key Stage 4 and the sixth form, linked to Wolverhampton College.

### **HOW GOOD THE SCHOOL IS**

The Coppice Community High School is a very good and improving school. The standards of attainment of pupils, especially the girls, by the ages of 14 and 16 have improved steadily and the trends in improvement are above the national figures. Although standards of attainment when pupils start at the school are typically well below average, external examination results are now similar to the national average. The pupils like to come to school. Their positive attitudes to learning contribute significantly to the very good progress they make and the standards they achieve. Pupils are prepared extremely thoroughly for external examinations and the teachers' knowledge of pupils' progress is extensive. The teachers' care, commitment, encouragement and aspirations for all pupils help to maintain the school's high standards. Leadership and management are very good, and the school provides very good value for money.

#### **What the school does well**

- Pupils, especially the girls, achieve high standards compared to those of similar schools in external qualifications at the end of Key Stage 4 (by the age of 16). This achievement is a great improvement on the standards the pupils have on arrival.
- Pupils are effectively helped to achieve the best results possible for them through the very thorough provision of pastoral and academic care, and the provision of opportunities for all pupils to succeed.
- The acting headteacher is effectively leading the school forward in its pursuit of high standards.

### What could be improved

- Teaching and marking are regularly monitored, but the findings are not consistently used to identify and share the very good practice that is taking place.
- Boys are in general not making such good progress or achieving such good results as the girls are.
- The standards of accommodation in teaching areas and around the school should be brought up to those of the best, in order to maintain a consistently stimulating learning environment.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of attainment have improved significantly since the previous inspection in 1996. Trends in the improvement in results in both Key Stage 3 tests and GCSE examinations are above those found nationally. The standards of achievement of both boys and girls have improved, but the improvement for girls has been so great that the difference between them has increased significantly. The quality of teaching has improved from just above average to very good. There is now a clear staged plan for the use of information and communication technology in all subjects. This has included staff development, an improvement in resources, and curriculum development. Improvement has been made in health and safety procedures but there are still issues outstanding which are to be addressed in the near future

### 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	E	B	C	B
A-levels/AS-levels	D	D	E	

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results have improved significantly since the previous inspection, and the standards of work seen during the inspection reflected this. In response to the improved standards in teaching and the effective preparation for examinations, the trends of rising standards in both Key Stage 3 tests and GCSE examinations are higher than the national average, and overall results are now similar to those found nationally. Alternative National Vocational Qualifications have also been provided for some pupils in Key Stage 4 and the sixth form, which has an open entry policy. Although not counted in the summary table of the school's results given above, these have been very successful. Pupils' progress from the time they arrive at the school until the time they leave at 16 is generally very good, and for some excellent. The most improvement is seen in the performance of girls, and the difference between their performance and that of the boys is increasing. English has

been particularly effective in raising standards in all years, but mathematics and science have done relatively poorly compared with the school average. The Sixth Form students achieve appropriate standards in the A-level and vocational courses they study. The large proportion of the pupils that have special educational needs do particularly well and almost all statemented pupils achieve five GCSE grades. The school has set challenging targets for 2001 and is on course to exceed them.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils like coming to school. They have very positive attitudes, and they enjoy both their social relationships and their work.
Behaviour, in and out of classrooms	The standards of behaviour both in lessons and around the school are good. The school is an orderly community. The effective supervision by staff around the school enhances the good behaviour.
Personal development and relationships	The personal development of pupils is very good, supported by a very effective pastoral system. Relationships between pupils and teachers are very good.
Attendance	Attendance is broadly in line with the national average but is above the average for the local education authority. Punctuality is good.

The pupils have a sense of pride of belonging to the school. They have very positive attitudes to learning and this contributes to the very good progress they make. Behaviour is good; and pupils have very good support for their personal and academic development, which motivates them to try their best.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged 11-14 years</b>	<b>aged 14-16 years</b>	<b>aged over 16 years</b>
Lessons seen overall	Good	Very good	Good

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

During the four days of the inspection 49 lessons were seen, of which nearly half were very good or excellent, and only six per cent were unsatisfactory. The high quality of the teaching, especially in Key Stage 4, is having a very positive effect on the pupils' learning and the progress they make. There were very few examples of unsatisfactory teaching, but many excellent lessons where the teachers' expertise and enthusiasm stimulated the pupils' interest and motivated them to attempt their best.

Most lessons are well structured with clear plans and objectives to challenge the pupils. In these, the pace of the learning is high and pupils of all abilities know what they have to do to improve and get on with it. The school is not yet using the evidence from its monitoring of teaching and

assessment extensively to identify and share the outstanding and very good practice across the school. Marking is not always completed consistently. The school has introduced initiatives to accelerate pupils' learning. These are evident in many of the best lessons, especially in English, history and religious education. Pupils are very well prepared for national tests and examinations in all key stages, which enables them to achieve their best performance. Pupils are not generally given different tasks to do in lessons: the expectation is that all pupils, including the large proportion of them with special educational needs, will achieve highly, and attempt the work set with support and guidance from the teacher. They manage this effectively. Overall, expectations are high and relationships very good.

Standards of teaching in literacy are good: the school is supporting good practice and it is starting to have an impact across the curriculum. Pupils are writing effectively and at length in many areas including science, where Year 7 exercise books show evidence of well-developed literacy skills. Numeracy skills are satisfactory in most subjects, and are being developed more fully in Key Stage 3.

The school attempts to meet the needs of all its pupils extremely thoroughly. The girls respond more positively to the opportunities that the teachers provide than the boys do. Nearly one quarter of the pupils have some identified special educational need, and there is a unit for pupils with moderate learning difficulties. All of these pupils are integrated fully into the school with specific support when required. The teachers are aware of their more gifted and talented pupils, but there is no systematic support system for them yet.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum is well matched to the needs of the pupils. The school provides, in partnership with Wolverhampton College, a wide range of alternative accreditation for pupils for whom GCSEs or A-levels are not appropriate. The school provides a good range of extra-curricular activities which the pupils and parents value.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. They are integrated fully and expectations are very high. Pupils in the unit for moderate learning difficulties are given appropriate support and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good and is one of the reasons for the pupils' progress and achievement. Opportunities for pupils' spiritual and cultural development are less evident than those for social and moral, which are good.
How well the school cares for its pupils	The very effective pastoral system the school has developed ensures that pupils are cared for and supported very well. Child protection and health safety procedures are in place. There is a very positive ethos of inclusion.

The pastoral care of pupils and the way their personal development is monitored and supported are keys to their success and the improving standards in the school. The quality and range of the curriculum that the school has developed, including the alternative arrangements for pupils who are not motivated by GCSE or A-level, provide all pupils with the opportunity to succeed. Nearly all pupils take advantage of these opportunities. A daily act of collective worship is not provided for all pupils. The limitations of the accommodation make this statutory requirement extremely difficult to comply with.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher is effectively leading the school forward in its pursuit of high standards. The senior and middle managers' involvement in planning and decision-making leads to good practice across the school.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well, except for ensuring that a daily act of corporate worship is held. They are very supportive of the school and are taking an increasing part in the decision-making process.
The school's evaluation of its performance	The senior and middle managers set appropriate targets for improving teaching and learning and this is having a direct impact on standards. The headteacher analyses the performance data in detail and identifies appropriate priorities for improvement. Not all staff implement these targets effectively.
The strategic use of resources	The school generally uses the resources available to good effect, and is starting to apply the principles of best value. It has analysed the cost effectiveness of its Sixth Form, which is satisfactory.

The school has an acting headteacher and most of the senior management team are in temporary posts. Despite this they are driving the school forward towards its mission statement of '*excellence in the community*'. The headteacher is taking a strong lead in this, enabling the managers to develop new initiatives and incorporate them into the school's structures. Where the curriculum leaders have been able to implement these there has been excellent results. In some areas the initiatives have not been followed through as systematically, for example, mathematics and science, and they have been less successful, although some improvement has been made.

The governors are very supportive of the senior management and are now more fully involved than previously in decision making and financial monitoring. The school manages its finances well and is starting to use the principles of best value in an increasing number of areas.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are making good progress at school.</li> <li>• The school expects their children to work hard and achieve his or her best.</li> <li>• The range of activities outside lessons provided by the school.</li> <li>• The staff are approachable.</li> <li>• The school is well led and managed.</li> <li>• Their children like the school.</li> <li>• The teaching is good.</li> <li>• Behaviour in the school is good.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The school provides good information on how their children are getting on.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency of the setting of homework.</li> </ul>

There were few responses to inspectors' requests for parental views, but all parents who returned questionnaires or attended the parents' meeting were very supportive of the school. There were only two negative responses to any of the questions apart from the setting of homework, and all the rest were overwhelmingly supportive of the school. The parents tend to let the school get on with the education of their child, but attendance at school functions such as parents' and awards evenings is good. Parents who responded appreciated the dedication of the staff and the care they took of the pupils. The inspection team agrees with these views. During the inspection there was some evidence that homework was set inconsistently.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils, especially the girls, achieve very high standards in external qualifications at the end of Key Stage 4 compared to those of similar schools. This achievement is a great improvement on the standards the pupils have on arrival.**

1. On entry to Coppice Community High School the pupils have typically attained standards well below those normally expected based on the results of national tests at the age of 11. By the time they reach the age of 14 they have reached standards just below national averages, but in line with those for pupils in similar schools measured by the scores in the national tests. By the age of 16 they have reached overall standards, measured by the points scored in all examinations, in line with national averages and above those of similar schools. At both ages the girls are performing much better than the boys, and at the age of 16 they are achieving above national averages. The Sixth Form offers a wide range of opportunities for all students, including those with statements of special educational need, and they achieve appropriately in relation to their earlier performance at age 16.
2. This increase in performance in national tests and GCSEs is happening at a higher rate than is typical in the rest of the country. Progress is good in Key Stage 3, but very good in Key Stage 4. It is particularly evident in English, where by the age of 14, pupils' achievements are in the top 5% nationally for achieving the above average Level 6 in national tests. Mathematics and science scores have improved significantly, but are still comparatively low. In all these subjects, the girls' achievements are much higher than the boys.
3. As well as this above average performance in GCSE, several pupils study for, and gain, vocational qualifications that are not included in these calculations. Nearly all the pupils with statements of special need, both from the moderate learning difficulties unit and the rest of the school, gain at least five GCSE grades, and the proportion of pupils gaining one GCSE grade is well above the national average. English, drama and design and technology are doing particularly well at GCSE compared to the other subjects.
4. The Sixth Form has a policy of open entry, about half the pupils now stay on, taking advantage of the attendance allowance for sixth formers that is being piloted in Wolverhampton local education authority. The Sixth Form provides courses for a wide range of students in liaison with Wolverhampton College and Wednesfield High School. The points scores for the GCE A-levels are below national averages, but many students who would not normally enter a sixth form complete alternative vocational qualifications successfully and go onto further courses at the college. All students who study for vocational qualifications complete their courses and are on target to achieve appropriate results.

**Pupils are effectively helped to achieve the best results possible for them through the very thorough provision of pastoral and academic care, and the provision of opportunities for all pupils to achieve success.**

5. The pastoral care of pupils and the way their personal development is monitored and supported are keys to their success and the improving standards in the school. Pupils are cared for very well and supported by form tutors and senior tutors. Individual attention is given to pupils in the daily tutorial time, and staff stop and talk to pupils in the corridor if they need to discuss targets, behaviour, out of school activities or any other matters. This is very effective in keeping pupils focussed on their learning. Better use could be made of some of the tutorial time for others when individuals are being mentored. The paired reading between Key Stage 3 and 4 pupils is a very good example of what can be done.
6. Form tutors usually stay with their form as it progresses through the school, which reinforces their knowledge of and care for their pupils. Each member of the senior management team complements the work of the form tutors by monitoring a Year 11 class closely to set individual pupils targets for each of their subjects. This monitoring is regularly completed and is backed up by detailed records of each pupil's past performance and the progress they are making. Pupils are prepared thoroughly for external examinations so that they know what to expect and are enabled to give their best performance. This includes "concentration" classes before examinations, study skills, revision exercises and mentoring in homework clubs and holiday courses.
7. The school has developed alternative arrangements for pupils who are not motivated by GCSE or A-level courses to provide all pupils with the opportunity to succeed. This programme has been devised and amended in consultation with the pupils and involves Wolverhampton College which provides courses in National Vocational Qualifications for the school. The pupils involved were originally just disaffected boys but now many others are taking advantage of these courses. They have to organise their own transport to the college sites and have reacted positively to the responsibility and to the different learning environment. They are monitored by a member of the school staff who liaises with the college tutors. Many pupils who would not have considered staying on at school, including those with statements of special educational needs, continue with their studies on vocational courses and eventually enrol at the college.

**The acting headteacher is effectively leading the school forward in its pursuit of high standards.**

8. The acting headteacher has been in post for just over one year and he is focussing on achieving the school's mission statement of '*excellence in the community*'. He has involved the senior and middle managers in developing their skills of communication, discussion and decision-making to identify and develop effective practice in raising standards. The way they have introduced and developed accelerated learning practices is an example of this.
9. The school's development plan has a clear agenda of raising standards. It effectively identifies the ways staff can work together to continually improve these standards. The main focus is on improving the quality of teaching and learning.

10. All the school's aims are being met clearly and directly and are evident in the work of the school. They are:
- *to provide all pupils with nationally validated certificates.*
  - *to offer a caring and disciplined environment in which pupils are able to learn.*
  - *to offer a broad curriculum, developing skills and talents through classwork and homework.*
  - *for students to participate in studies and activities which extend and develop them as individuals.*
  - *to prepare students to play their full part in the community.*
  - *to offer a continuity of education from 11-19, with its integral sixth form studying A-levels and GNVQ.*
  - *to share facilities and opportunities with the local community.*
11. The governors are very supportive of the school and are now being encouraged to take a greater part than formerly in the decision making process, including financial decisions such as paying back overdue loans. They consider best value, such as in the re-negotiation of the catering contract, but do not have a separate finance committee to study the cost implications of their decisions in detail. They do, however, meet regularly twice a term, sharing information and making corporate decisions appropriately.
12. There is a planned programme for the managers and governors to monitor teaching, each being responsible for a curriculum area. This is systematic and detailed, although not yet completely effective as some areas are still weak, and the school policy on marking is inconsistently applied by several teachers. The monitoring programme does identify appropriate development issues for the curriculum area leaders who are supported well by the senior managers, but some, such as English, design and technology, and humanities, are more effective than others. The school is setting appropriate targets for improvements in teaching and learning which are having a direct impact on raising standards.

## **WHAT COULD BE IMPROVED**

**Teaching and marking are regularly monitored, but the findings are not consistently used to identify and share the very good practice that is taking place.**

13. The monitoring of the effectiveness of the work of school by middle and senior managers is thorough. The intention is to identify and share the good practice that has been developed in recent years, and this has been effective in some areas. Outstanding practice was seen in English, design and technology, the humanities, and other subjects where new learning strategies have been developed to accelerate pupils' learning. Not all teachers have taken on these initiatives and there is inconsistency in the application of school policies and procedures.
14. The acting headteacher and senior staff are aware of the strengths and weaknesses of the school and have strategies to identify and support the areas needing development. All three core subjects have improved standards of attainment significantly over the past year, but the same level of progress made in English has yet to be made in mathematics and, particularly, in science. Strategies to implement these improvements in standards across other curriculum areas are

planned and scheduled to take effect in the near future.

15. The scrutiny of pupils' work across the school in order to check on the way that these are being implemented is inconsistent, particularly for marking and homework. There is a need to identify how thoroughly individual teachers are, in practice, implementing the schemes of work for their subject. The scrutiny of a sample of pupils' work by the inspection team revealed inconsistencies and weaknesses in some teachers' practice. For example, some work had no evidence of being read or marked. This happens both within and between curriculum areas. Some comments indicate how pupils can improve their work, but many are about encouragement and presentation rather than the skills, knowledge and understanding the pupil needs to develop to improve in the subject. The pupils' log books could be more useful for checking homework and progress if they were monitored more consistently.

**Boys are in general not making such good progress or achieving such good results as the girls are.**

16. The overall results that pupils have achieved in national tests and examinations have improved dramatically over recent years. This is due almost entirely to the improvement in the standards of the work of the girls. They are now achieving above the national standards in all three core subjects of English, mathematics and science by the end of Key Stage 4, but the boys are achieving below this. For example, 55% of girls achieve 5A\*-C grades, but only 23% of boys, although the difference at 11 does not appear to be very great. The school is aware of this and has introduced strategies specifically to support the boys' learning, for example by choosing *Macbeth* rather than *Twelfth Night* as the Shakespeare text for GCSE, and a wider use of computers. Paradoxically it is the girls who have benefited from this. Although the boys are doing slightly better than before, the difference between them and the girls has actually got wider. The practice of sitting boys and girls alternately to encourage them to share tasks and motivate each other appears to work well when it is used.
17. As yet there has been insufficient analysis by the school of ability on entry and whether the issue is one of ability rather than gender, research by the inspection team did not reveal any great difference in attainment at 11. It was evident from the observation of extra curricular and other activities that girls are making the most of the opportunities being offered to them; boys' involvement is less extensive. Some informal comments from staff to the boys, although good-natured, highlighted their slowness or reluctance to work rather than encouraging them to aspire to higher standards. When interviewed, some boys considered that that they were treated differently from the girls when they did something wrong, and were more likely to be given sanctions. The aspirations of staff and pupils, especially those with special educational needs, is very high, but there is evidence of an underlying expectation, by pupils and by some staff, that boys will not work as hard or be as enthusiastic as the girls.

**The standards of accommodation in teaching areas and around the school should be brought up to those of the best, in order to maintain a consistently stimulating learning environment.**

18. Some of the teaching and circulation areas of the school are in a very poor state of repair and, although clean and tidy, many surfaces are very worn. This creates some potential hazards in areas such as the science laboratories. The school has had little surplus money to pay for the refurbishment of existing teaching areas, but has established new areas for information and communication technology and will have new building next year to replace the existing 'mobile' classrooms. This will still leave a shortage of good quality specialist rooms to accommodate the growing Sixth Form and lower school. This is limiting the potential that the school has to improve its standards further. The contrast between the science laboratories, Sixth Form accommodation, and corridors, which are very poor, and the new information and communication technology suite and the art and design and technology workshops, which are good, is very marked.
  
19. The staff have started to use interactive displays which involve the pupils in gaining information from the work on the wall. These are interesting and informative and create stimulating environments, but many areas are still dull, and uninspiring. It is to the pupils' credit that they still appreciate the school's efforts, but as the numbers have grown recently and will continue to do so as the larger Year 7 and 12 classes work their way up the school, the pressure on resources will increase.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to build on the school's significant achievements and to raise standards still further, the acting headteacher, senior managers and governors should:

- i) Use the evidence from the monitoring of teaching and marking to identify and actively promote the outstanding and very good practice that exists across the school including:
  - checking that staff follow the school's policies and procedures, including the marking of work and the setting of homework (paras. 13 and 15);
  - supporting staff who are not able to meet these expectations (para. 14).
  
- ii) Bring the standard of the boys' attainment closer to that of the girls by:
  - analysing the different attainment on entry of each year's pupils in order to identify and address particular strengths and weaknesses of the boys and girls in that year (para. 17);
  - continuing to investigate and implement strategies to enable the boys to study and succeed (para. 16).
  
- iii) To improve the standards of accommodation in teaching areas and around the school up to the standards of the best, in order to ensure a consistently stimulating learning environment by:
  - establishing a clearly planned and carefully costed programme of building and refurbishment linked closely to the priorities of the school development plan, but also to the condition of buildings and resources and their likely life expectancy (paras. 18 and 19);
  - investigating alternative sources of funding for specialist areas (para. 18);
  - maintaining a risk assessment programme that includes accommodation as well as equipment and resources (para. 18).

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

48

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	31	27	16	6	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	791	112
Number of full-time pupils eligible for free school meals	148	

#### **Special educational needs**

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	41	
Number of pupils on the school's special educational needs register	172	2

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	27

### *Attendance*

#### **Authorised absence**

	%
School data	7.7
National comparative data	5.9

#### **Unauthorised absence**

	%
School data	0.9
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**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	71	79	150

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 5 and above	Boys	39	41	37
	Girls	66	48	42
	Total	105	89	79
Percentage of pupils at NC level 5 or above	School	70 (47)	59 (53)	53 (29)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	48 (16)	35 (27)	13 (8)
	National	28 (28)	42 (42)	30 (23)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 5 and above	Boys	50	51	41
	Girls	68	58	39
	Total	118	109	80
Percentage of pupils at NC level 5 or above	School	79 (57)	73 (60)	53 (54)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	20 (17)	37 (33)	20 (16)
	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	76	147

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	16	60	70
	Girls	42	73	76
	Total	58	133	146
Percentage of pupils achieving the standard specified	School	40 (38)	90 (92)	99 (99)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	37 (40 )
	National	39 (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	13	100
	National	n/a	n/a

***Attainment at the end of the sixth form***

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000	15	24	39

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	12.9	13.1	13	4	2.1	2.7
National	17.7	18.6	18.2	2.6	2.9	2.7

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	0
Black – other	19
Indian	18
Pakistani	0
Bangladeshi	0
Chinese	1
White	848
Any other minority ethnic group	0

***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	4	0
Black – African heritage	0	0
Black – other	4	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	58	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)	55.3
Number of pupils per qualified teacher	16.3

*FTE means full-time equivalent.*

#### **Education support staff: Y 7 – Y 13**

Total number of education support staff	8
Total aggregate hours worked per week	242

#### **Deployment of teachers: Y7– Y13**

Percentage of time teachers spend in contact with classes	78.7
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	22
Key Stage 4	18.7

### ***Financial information***

Financial year	2000
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	£
Total income	2378305
Total expenditure	2323905
Expenditure per pupil	2573.5
Balance brought forward from previous year	-53380
Balance carried forward to next year	1020

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	907
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	0	4	4
My child is making good progress in school.	69	27	0	0	4
Behaviour in the school is good.	46	50	0	4	0
My child gets the right amount of work to do at home.	42	35	15	4	4
The teaching is good.	38	58	0	4	0
I am kept well informed about how my child is getting on.	62	27	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	0	4	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	50	42	4	4	0
The school is well led and managed.	50	46	0	4	0
The school is helping my child become mature and responsible.	54	38	4	4	0
The school provides an interesting range of activities outside lessons.	58	15	4	0	23

### Other issues raised by parents

There was overwhelming support from parents who returned the forms, two parents were generally dissatisfied. One about support for a more able child, and one about specific discipline issues, but even they agreed that their child is making good progress and that the school expects their child to work hard and achieve their best.