

INSPECTION REPORT

DOWNLANDS COMMUNITY SCHOOL

Hassocks

LEA area: West Sussex

Unique reference number: 126087

Headteacher: Mr. W. S. Clarke

Reporting inspector: Mr. D. Pittman
16976

Dates of inspection: 18th – 20th March 2002

Inspection number: 242719

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 – 16 years

Gender of pupils: Mixed

School address: Dale Avenue
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West Sussex

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Hugh Thomas

Date of previous inspection: 4th December 1995

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Downlands is an average size, mixed comprehensive school for pupils aged 11 to 16 years. There are 950 pupils on roll (482 boys, 468 girls). The school is popular and continues to be oversubscribed. The socio-economic circumstances of pupils are above average; the number of pupils eligible for free school meals is well below average. The proportion of pupils from ethnic minority families is also well below average. Similarly the number of pupils for whom English is an additional language is very low; the few pupils are all fluent English speakers. The proportion of pupils who have been identified as having special educational needs (SEN) is above average; most of these pupils are at an early stage of support. The number of pupils with Statements of Special Educational Need is broadly average. On entry to the school, pupils' overall attainment is above the expected standard.

HOW GOOD THE SCHOOL IS

Downlands Community School continues to be highly successful; it is a school with outstanding features. Standards of attainment are well above the national average for all year groups. Pupils achieve very well as the result of good quality teaching. The quality of leadership and management provided by the headteacher is excellent. Pupils' personal development is significantly enhanced by an ethos that is supportive yet also based upon high expectations. The staff show a strong commitment to the shared objectives of continuing improvement; the extra-curricular provision is exceptional. Relationships are excellent; this is shown in high standards of behaviour and the developing maturity of pupils. The school gives very good value for money.

What the school does well

- Standards of attainment in examinations and tests are well above national averages.
- Pupils are taught well; the quality of teaching in resistant materials is excellent.
- The leadership and management provided by key staff and governors are very strong.
- Pupils' attitudes to learning are excellent; their behaviour is very good.
- The outstanding range of extra-curricular opportunities significantly broadens and enriches the personal development of pupils.
- The quality of care, support and guidance for pupils is very good.

What could be improved

- The National Curriculum requirements are not fully met for some pupils in Years 10 and 11 for information and communication technology (ICT) and religious education. The provision for ICT in Years 7 to 9 is not the same for all pupils.
- Build upon the good practice in the school to achieve consistency in the quality of marking and the use of targets to raise pupil attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in 1995. Standards of attainment in tests and examinations have continued to improve and are consistently well above average; the trend in improvement in GCSE examinations is broadly in line with the national picture. The quality of teaching is better and is a major factor in promoting the high levels of achievement of pupils. The quality of assessment data is more comprehensive and provides useful information for target setting. The school has made an effective and well-planned response to national initiatives on literacy, citizenship and the curriculum provision for different groups of pupils. The information for parents of pupils with special educational needs is more detailed and shared more frequently. Resource levels have improved, but the provision for ICT facilities is still below national averages. The persistence and perseverance of senior management and governors has led to significant improvements in the quality of accommodation and buildings. The provision in art and physical education are still areas for concern, but these are being addressed in the next stage of the school's development programme.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 11 in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
GCSE examinations	A	A	A	B

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

In the 2001 national tests for 14-year-olds, the combined results were well above the national average. In all three core subjects attainment was well above the national average. English results were also well above the performance of similar schools. Attainment in science was broadly the same as the standard in similar schools, but in mathematics it was below average. The overall trend in test performances is in line with the national picture. The overall standards achieved in the tests were similar to those for schools with pupils from comparable backgrounds.

In GCSE examinations, results were well above the national average and above the performance of similar schools. GCSE results have been consistently well above average in recent years. The standard achieved, in the grade category 5 or more, A* to C, placed the school in the top five per cent nationally when taking account of the pupils prior attainment. There are no significant differences in the attainment of boys and girls. The trend in GCSE standards is in line with the national picture. Examination performance in most subjects was significantly above national figures, with very good standards being achieved at the highest grades in design and technology, English, geography, history, information and communication technology and religious education. Overall achievement in the basic skills of literacy and numeracy is very good.

The school exceeded its overall target for GCSE examination performance by nine per cent; the examination targets have been met or exceeded consistently in the last four years. The targets have been realistic and appropriately challenging. The subsequent results are a reflection of the high expectations of staff and the positive commitment of pupils to work to the best of their ability. The target for 2002 is appropriate to the ability profile of current Year 11 pupils. Throughout the school there is no difference in the rate of progress made by boys or girls, pupils from different backgrounds or those who have special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show a commitment to and real enthusiasm for school life; their very positive attitudes help them to learn very successfully.
Behaviour, in and out of classrooms	Very good. Pupils have high standards of behaviour; they work well together and show respect for the opinion and views of others. In most lessons teachers did not have to mention behaviour.
Personal development and relationships	Excellent. Pupils show significant increases in their confidence and maturity as they progress through the school. The positive relationships existing within the school are a major strength.
Attendance	Good. Attendance is above the national average; unauthorised absence is particularly low

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	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.

The overall quality of teaching is good. There were examples of high quality teaching in many subjects; the standard of teaching in resistant materials is excellent. Teaching was very good in subjects such as drama and physical education. Teaching meets the needs of pupils very well.

The overall quality of teaching in science is very good; it is good in mathematics. English teaching is good in Years 7 to 9; it is very good in Years 10 and 11. The skills of literacy and numeracy are taught well. Across the school, the main teaching strengths are the teachers' knowledge of their subjects, effective planning, high expectations and the good support and encouragement for pupils. On some occasions lessons are too teacher led, which inhibits the independent learning opportunities for pupils. The rapport and positive relationship between staff and pupils are significant features of most lessons. Pupils gain new knowledge very well and their understanding of issues shows good levels of maturity. Pupils work hard and concentrate well on their studies. They work effectively on their own initiative and organise themselves efficiently; generally a considerable amount of effort goes into written work and homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. However there is insufficient breadth of experience for all pupils in ICT, religious education and design and technology. The general course for personal, social and health education (PSHE) is very good. The extra-curricular activities provided for pupils are outstanding in their range and variety.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported well. Effective systems for identification, assessment and sharing of information are in place. Statements of Special Educational Need and individual education plans (IEPs) are of good quality. Reviews are up-to-date
Provision for pupils with English as an additional language	Very few pupils have English as additional language; they are fluent in English and make the same good progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for moral and social development is very good. Pupils are friendly and courteous; they have a well-developed sense of right and wrong. Cultural development of pupils is very good and is enhanced by trips and visits abroad. Spiritual development is satisfactory.
How well the school cares for its pupils	Very good. Staff know pupils very well and are vigilant in carrying out the school's arrangements for pupil welfare. Pastoral teams provide very effective support and guidance for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management provided by the headteacher are outstanding. His commitment and energy are very good exemplars for staff and pupils. A very effective leadership group ably supports him. The quality of departmental and pastoral management are also strengths of the school.
How well the governors fulfil their responsibilities	Very good. Governors have a comprehensive understanding of the school's strengths and weaknesses; there is an effective and efficient committee structure. Communication between the school and governors is open and productive. Statutory requirements are not met in respect of a daily act of collective worship and an aspect of the annual report.
The school's evaluation of its performance	Good. Effective systems for review and evaluation are in place. Assessment data is being used efficiently to identify targets. Performance management has been successfully introduced. A cycle of self- review strategies is being planned.
The strategic use of resources	Very good. Detailed planning enables resources to be efficiently deployed; there is a systematic identification of priorities and clear indication of action to be taken. Strong commitment to achieving best value is well established. The school consults well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and they make good progress • They think the teaching is good • The expectation that pupils and students work hard and achieve of their best • The school is approachable and well led • The extra-curricular provision is very good 	<ul style="list-style-type: none"> • The information they get about their children's progress • Working more closely with parents • The amount of homework set

Parents' views of the school are extremely positive; the concerns expressed are the views of a small minority. The inspectors agree with the supportive views summarised in the table above. The use of targets and detailed reports give a good analysis of pupils' progress and achievements. The level of homework and the schedule of times are appropriate to the differing needs of pupils. The school makes significant efforts to involve and engage parents in its activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment in examinations and tests are well above national averages.

1. Standards of work are high throughout the school. In Years 7 to 9, the standards in English, mathematics and science are well above expectations; results in the national tests are well above national averages. Standards in English were very good when compared with the performance of similar schools. The GCSE results were significantly above national figures, apart from the performance in home economics and statistics, where they were in line with expectations. In a broad range of subjects pupils achieved success at the highest grades. This significant level of performance was in design and technology, English, geography, history, information and communication technology and religious education.
2. The overall achievement of pupils is good and particularly significant in Years 10 and 11. The number of pupils who gained five or more GCSE examinations in the grade range A* to C was very high. When pupils' previous attainment is considered, this level of performance places the school in the top five per cent nationally. The school has received recognition of this success from the Department for Education and Skills, by having been awarded a 'Certificate of Achievement' for raising standards.
3. Pupils read widely with a good understanding of texts. They have good analytical skills and can interpret material effectively in a wide range of subjects. Pupils have good writing skills; their imaginative writing is particularly strong. They write fluently, with very good expression. The quality of presentation of work is generally good. Speaking and listening skills are well developed. The numerous group activities, which take place in lessons, help to develop this ability. The overall standard of literacy in the school is very good. Standards of numeracy are good. Pupils are confident and competent in applying number skills to problems that occur in other subjects. Pupils' analytical skills are not so strong in investigative work.
4. Pupils have good ICT skills. Most pupils can competently use a range of software programmes. In a number of subjects there is evidence of pupils using word-processing skills, data handling and spreadsheets to analyse data. Most pupils have access to ICT facilities at home and this supports their learning in these skills.
5. Parents and pupils alike recognise the good standards achieved by the school. At the parents meeting held with the registered inspector, parents indicated that this was one of the significant strengths they appreciated.

Pupils are taught well; the quality of teaching in resistant materials is excellent.

6. Pupils are taught well throughout the school. The overall quality of teaching and learning is good with many examples of very good teaching. Teaching is particularly effective in drama, science and physical education. The standard of teaching in resistant materials is excellent. No examples of unsatisfactory teaching were seen.
7. A particular strength is the consistency of the quality teaching across subjects. Teachers are enthusiastic and committed to the pupils and the school. They form a self-critical group, supporting one another well. The school has a rigorous programme for professional development and training. Each member of the leadership team supports other teams of teachers. The school has set clear aims for improvement in

- teaching and learning.
8. Teachers have a secure subject knowledge, expertise and show enjoyment of their subject, which is often enthusiastically shared with their pupils. In a Year 10 physical education lesson on 'fitness', the teacher's expertise enabled concise explanations of specialist vocabulary and promoted the pupils' own use of this very well. Teachers have high expectations and work is usually well matched to the ability of the pupils. In the best lessons, teachers set suitably challenging tasks. Another strength of the teaching is the teachers' use of discussion and activities, enabling pupils to voice their own views and ideas. This was shown to good effect in a Year 10 history lesson on the effectiveness of propaganda in Germany in the 1930s.
 9. The very good teaching evident in some lessons enables and consolidates pupils' learning. Explanations are clear and questioning is effective in moving pupils' learning forward and helping them to recall previous learning. For example, in a Year 11 science lesson, the teacher probed pupils' understanding of genetics through considering the impact of crossbreeding in animals. Occasionally in some subjects the lessons are too teacher led, which impedes the independent learning of pupils.
 10. The quality of teaching seen in a Year 10 lesson dealing with resistant materials was excellent. The teacher has exceptional subject knowledge and expertise. A significant strength is his ability to enthuse and motivate pupils. They responded very well to his high expectations and produced design ideas and products of good quality. Pupils were making tremendous progress in their knowledge and understanding of the subject.
 11. Building on what pupils understand and know is a positive feature of most lessons. This aspect is achieved by detailed planning. For example, a Year 11 English lesson on an analysis of argumentative writing was well structured with timed activities and made efficient use of resources. The practice, although not entirely consistent, of having a plenary session at the end of lessons helps to consolidate pupils' learning.
 12. The homework set is purposeful, challenging and used well to reinforce learning. Good opportunities are provided for accelerated learning in lessons. A range of visits and visitors to the school motivates pupils and promotes their learning. The quality of teaching for pupils with special educational needs is good.
 13. Pupils are keen to achieve well. They make clear advances in their knowledge, skills and understanding. Their intellectual, physical and creative efforts are developing well.

The leadership and management provided by key staff and governors are very strong.

14. The headteacher provides excellent leadership. There is a clear sense of direction for the school and the staff are confident in his management abilities. He provides an excellent role model of commitment and hard work, being a guiding presence in the numerous meetings, activities and events the school organises and runs. The headteacher has instilled an ethos of always striving to improve that permeates the school. The school has placed considerable emphasis on improving the quality of teaching and learning and self-review. The school is managed with thoroughness and a clear purpose to bring about improvement.
15. An effective senior management team very ably supports the headteacher. The team work well together and show a strong commitment to the objectives of the school. They exercise their delegated responsibilities well, conducting monitoring and review activities systematically and efficiently. Every year there is a rigorous review of

performance for each subject and this leads to targets being drawn up for both the whole school and individual subjects. Each target has clear criteria so that its success or otherwise can be measured and the level of planning for meeting these targets is particularly detailed.

16. The monitoring of teaching is very good in both its breadth and detail. Senior managers and the heads of department have been trained to observe lessons so that they can both carry out monitoring, but also understand the features of high quality lessons. All teachers are monitored regularly and frequently. They receive detailed feedback of their lessons and points for improvement where necessary. Through these systems the quality of teaching has improved since the time of the previous inspection; there is now no teaching that is less than satisfactory. The proportion of lessons found to be very good is improving.
17. Governors show strong commitment and are particularly knowledgeable about all aspects of the school's work. They support the school well, through taking up the role of 'critical friend' very effectively. The governing body is a strong team and working relationships with the staff are very good. Annual meetings with parents are carefully minuted; these show the care governors take to explain the school's work to parents. Helpful information on the required areas is given in the annual report, although there is insufficient information about the arrangements for funding for special educational needs. The prospectus is an attractive and informative document, which reflects the school's values and work very well.
18. The school's resources are put to very good use to improve the quality of education that pupils receive and support their progress. Adaptation, refurbishment and new buildings since the previous inspection have been effectively carried out. A particular strength of the management is the way it is able to access the plethora of funding arrangements that are now available to schools. There has been significant improvement to the buildings and learning environment for pupils. For example, this is evident in the library, ICT rooms and a very recently acquired mathematics suite. The school is poised to improve its facilities yet further with the development of a sports hall, which will also have substantial community usage. Financial and strategic planning are strengths. Governors and senior management are well informed and capable enough to achieve the 'best value' for the school.

Pupils' attitudes to learning are excellent; their behaviour is very good.

19. Pupils show an enthusiasm for school life. Their response in lessons is significantly positive. Overall, it was good in 94 per cent of lessons and very good in over one half of them. Pupils listen carefully and are prepared to contribute thoughtfully. Pupils' responses in Year 11 English lessons were particularly mature and responsible. They show an interest in their lessons, concentrate well and work co-operatively with others. They show a good understanding of their own learning and in broad terms, what they need to do to improve their work. The quality and quantity of pupils' work on many occasions is impressive.
20. Behaviour is very good. During the inspection there were hardly any occasions when lesson time had to be wasted because teachers had to remind pupils about how to behave. Pupils settled to work quickly, sensibly and were good-humoured. They usually sustained this level of purposeful activity both when they were working on their own or on group activities. For example, in a Year 11 science lesson dealing with the effects of temperature on fermentation of yeast, pupils acted very responsibly in working with the apparatus and conducting their experiments. This level of co-operation between pupils

was evident in a Year 11 music lesson, where pupils were preparing for the forthcoming concert and helping each other with the piece of music they were to perform. Other pupils were working independently using ICT facilities to compose or developing their own instrumental skills. Relationships are very good; they are an excellent feature in many lessons. In a Year 9 lesson, pupils worked very effectively together in constructing a series of scenes to depict a science-fiction story, written by themselves. Pupils were enthusiastic and worked well. In general, pupils' positive attitudes help them to learn successfully.

21. Occasions like assemblies and lunch-time activities are enhanced by the quality of pupils' response. Pupils show maturity in carrying out school responsibilities; for example, Year 11 pupils act as prefects. They efficiently support the lunch-time arrangements encouraging younger pupils to finish their lunch so that the job of clearing the hall can get under way. Younger pupils reported on the effective way Year 11 pupils perform their general 'supervisory' role.

The outstanding range of extra-curricular opportunities significantly broadens and enriches the personal development of pupils.

22. The extra-curricular provision at the school is excellent and makes a significant contribution to the personal development of pupils. On a regular basis, there are approximately 40 clubs running each week; these activities predominantly feature the traditional areas of sport, music and drama. However, in addition to these clubs there are more specialist activities, such as the Duke of Edinburgh Award, homework clubs, chess clubs and subject clubs for art and science. These activities are well attended by both boys and girls. Pupils show considerable maturity and commitment in regularly turning up for these activities. This level of commitment is equally matched by the unstinting hard work of the staff who organise and run the clubs.
23. The positive atmosphere within the school and the high quality of relationships throughout have a direct impact on enabling pupils' development into capable young adults. Staff provide very good role models, notably in terms of their integrity, high expectations and respect for pupils. Older pupils take a very active role in the school. They take on many duties in supporting the events that take place at the school. To all their duties they bring a sense of responsibility and good humour.
24. A very strong feature of the school is the way in which it encourages and manages the social development of pupils. There are many opportunities for pupils to work together, both in school and on external activities. An important feature of the social development of pupils is the PSHE programme, which is very effectively taught. The programme has a number of relevant dimensions appertaining to the needs of pupils. The provision in Years 10 and 11 is based on an LEA initiative that utilises and develops the key skills of literacy, numeracy and computer awareness. Pupils are encouraged to become involved in citizenship activities such as community schemes to improve the local environment. The impressive list of projects includes the mural painting of a railway underpass, concerts and gardening work at the local old people's home and decorating activities held at the local youth club. The school also appropriately provides for pupils' work-related experience through a comprehensive and detailed programme. Also, very effective links with local colleges support the development of vocational courses.
25. The opportunities for pupils' cultural development are very good. The range of trips and visits abroad is extensive. Year 7 pupils are given an early flavour of European life through an annual visit to Germany; there are reciprocal exchange visits to the school. A particularly adventurous activity is the school's involvement in the World Challenge

Expedition to Peru. Thirty pupils are to undertake a month-long expedition that involves trekking and a local project. Pupils have been actively involved in fundraising events to contribute towards the funds needed for the trip. This commitment has had the positive outcomes of building self-esteem, confidence and the ability to work as part of a team.

The quality of care, support and guidance for pupils is very good.

26. Procedures for the care and welfare of pupils in the school are very good. The school looks after its pupils very well. Tutors stay with their groups throughout their time in the school and come to know them well. Informal knowledge is supplemented by carefully kept records of how pupils are doing, both personally and academically. Appropriate child protection procedures are in place, with guidance for members of staff. There are good procedures to ensure students' safety in school and on visits outside. Due emphasis is given to promoting healthy living through the PSHE programme in physical education and food technology. Procedures for monitoring attendance are good and registers are analysed to determine patterns of absence.
27. The additional support given to pupils with special educational needs is good. There are effective systems in place for the identification and assessment of pupils with special educational needs (SEN). Pupils' individual education plans are well structured and stipulate appropriate targets. The support provided by learning support teachers (LSTs) and learning support assistants (LSAs) is good. Learning support teachers are well qualified in literacy teaching. Learning support assistants have good relationships with pupils. However, they could be better briefed about their contribution to lessons and given more time for joint planning and evaluation. The provision made for gifted and talented pupils is very good.
28. In most subjects, test and examination results are used well to monitor pupils' performance and identify those who underperform relative to others. Assessment information is used effectively in Years 10 and 11 to decide which pupils would benefit from additional support. Pupils benefit from the use of test and examination results to set clear targets for their performance in GCSE examinations. Currently there is no centralised system for recording departmental data. The school is moving towards establishing such a system in order to establish consistent practice in the school.

WHAT COULD BE IMPROVED

The national curriculum requirements are not fully met for some pupils in Years 10 and 11 for information and communication technology (ICT) and religious education. The provision for ICT in Years 7 to 9 is not the same for all pupils.

29. The overall curriculum provision is good. The breadth of courses available to pupils is impressive particularly in the area of extra-curricular opportunities. However the organisation of the teaching of the curriculum leads to a lack of equality of opportunity for some pupils. These are specific issues in ICT and religious education. In Years 7 to 9, ICT is taught well as a discrete subject. However, ICT is part of a carousel of design and technology subjects. In consequence, it is possible for some pupils to receive almost 50 per cent less time than others in developing their ICT skills over the three-year period. This position is unsatisfactory. To some extent this situation is compensated by the fact that a significant proportion of pupils have their own computers and these are used for homework tasks. In Years 10 and 11, a very successful GCSE course is run; the results are significantly high. This course is part of the option structure and not all pupils choose the subject. Whilst these pupils receive some ICT experience through other subjects, it is not a co-ordinated provision and therefore not adequately assessed or evaluated.
30. The school does not fully comply with statutory requirements for the teaching of religious education. In Years 7 to 9, pupils have an appropriate provision by being taught religious education as a separate subject. In Years 10 and 11, there is no discrete provision for the subject apart from a small GCSE class. It is a statutory requirement that all pupils be taught religious education in this key stage.

Build upon the good practice in the school to achieve consistency in the quality of marking and the use of targets to raise pupil attainment.

31. Procedures for assessing students' attainment and progress are generally good. The exception is in aspects of cross-curricular ICT, where the contributions made by other subjects to the development of pupils' skills are not always assessed. Teachers help pupils to measure their progress against national standards by relating the grades awarded in day-to-day marking to National Curriculum Levels or GCSE grades. However not all departments are using Levels as assessment criteria. The lack of uniformity of practice is potentially confusing for pupils. The school collects a significant amount of data about pupils' attainment from the results of tests and examinations. This information is used well at whole-school level to determine value added and set targets for improvement. Some departments are more advanced than others in the use of target setting to raise pupils' attainment further
32. The marking of work is generally regular and thorough. However there are some inconsistencies within departments about the regularity of marking such as in mathematics. In lessons teachers give appropriate feedback, also support and praise. Assessment and performance data are effectively analysed by teachers and staff with pastoral responsibilities to evaluate achievement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards the headteacher, governors and staff should:

- ensure that appropriate provision is made so that National Curriculum requirements are met for all pupils in Years 10 and 11 for information and communication technology (ICT) and religious education. Review the provision for ICT in Years 7 to 9 so that all pupils have equal access;
(Paragraphs 29 to 31.)
- establish quality assurance procedures to achieve greater consistency in the quality of handbooks, marking and the use of targets to raise pupil attainment.
(Paragraphs 31 and 32.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	30	11	0	0	0
Percentage	2.0	17.6	58.8	21.6	0.0	0.0	0.0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	950
Number of full-time pupils known to be eligible for free school meals	45

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	20
Number of pupils on the school's special educational needs register	213

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.1

National comparative data	8.1
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National comparative data	1.1
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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
	2001	103	93	196

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	83	84	89
	Girls	88	77	74
	Total	171	161	163
Percentage of pupils at NC level 5 or above	School	87 (65)	82 (74)	83 (72)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	61 (17)	62 (46)	50 (32)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	77	82	87
	Girls	82	76	78
	Total	159	158	165
Percentage of pupils at NC level 5 or above	School	82 (65)	81 (77)	84 (76)
	National	64 (63)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	61 (17)	61 (46)	56 (34)
	National	31 (28)	42 (39)	33 (29)

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
	2001	91	87	178

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	68	89	91
	Girls	64	86	86
	Total	132	175	177
Percentage of pupils achieving the standard specified	School	74 (72)	98 (97)	99 (99)
	National	48 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	48.6
	National	39.0

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	887
Any other minority ethnic group	61

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	21	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 – Y11

Total number of qualified teachers (FTE)	55
Number of pupils per qualified teacher	17.3

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	15
Total aggregate hours worked per week	358.5

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	74.5
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Average teaching group size: Y7 – Y11

Key Stage 3	26.3
Key Stage 4	21.5

Financial information

Financial year	2000 - 2001
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	£
Total income	2389,129
Total expenditure	2369,222
Expenditure per pupil	2,531
Balance brought forward from previous year	42,354
Balance carried forward to next year	62,261

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	950
Number of questionnaires returned	319

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	39	50	7	3	1
My child is making good progress in school.	45	49	4	0	2
Behaviour in the school is good.	34	58	4	0	3
My child gets the right amount of work to do at home.	28	57	12	2	2
The teaching is good.	39	56	2	0	3
I am kept well informed about how my child is getting on.	33	51	11	3	2
I would feel comfortable about approaching the school with questions or a problem.	57	39	1	2	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	32	51	11	2	4
The school is well led and managed.	62	34	2	0	2
The school is helping my child become mature and responsible.	49	44	3	0	3
The school provides an interesting range of activities outside lessons.	63	33	2	0	3