

# INSPECTION REPORT

**CARDINAL NEWMAN CATHOLIC  
HIGH SCHOOL**

Warrington

LEA area: Warrington

Unique reference number: 111456

Headteacher: Mr Vincent Love

Reporting inspector: Mr Tom Comer

Dates of inspection: 8 – 11 October 2001

Inspection number: 194102

Short 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:             | Voluntary aided   |
| Age range of pupils:         | 11-16   |
| Gender of pupils:            | Mixed   |
| School address:              | Bridgewater Avenue<br>Latchford<br>Warrington<br>Cheshire |
| Postcode:                    | WA4 1RX   |
| Telephone number:            | 01925 635556  |
| Fax number:                  | 01925 241009  |
| Appropriate authority:       | The governing body  |
| Name of chair of governors:  | Mr Richard Broadbent                                      |
| Date of previous inspection: | April 1997  |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      |
|--------------|---------------|----------------------|
| 15109        | Mr T Comer    | Registered inspector |
| 11457        | Mrs J Beattie | Lay inspector        |
| 23709        | Mrs A Powell  | Team inspector       |
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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Cardinal Newman Catholic High school is a small secondary comprehensive school which educates 657 boys and girls in the 11-16 age range. The pupils come from a broad mix of social backgrounds - some are from affluent areas of Warrington but the great majority are from other districts, in some of which there is considerable social and economic hardship. An above average proportion of the pupils is entitled to a free school meal. The proportion of pupils from ethnic minority backgrounds is very small: only two pupils have English as an additional language and neither is at an early stage of learning English.

The intake of pupils includes the full range of ability and attainment but the results of national tests show that the pupils' overall attainment when they join Year 7 is below average, particularly in reading and writing, although it is improving. The proportion of the pupils on the school's register of special educational needs is average although the proportion of pupils with formal statements is above average. Most of these pupils have learning difficulties but some also have emotional or behavioural problems.

### HOW GOOD THE SCHOOL IS

Cardinal Newman catholic High School is a very good school. Because it is very well led and managed, and because the teaching is very good, pupils of all backgrounds and abilities develop very good attitudes to their learning and achieve very well as shown in their overall GCSE results. The school is efficient and gives very good value for money.

#### What the school does well

- Very good GCSE results, especially in mathematics, modern languages, drama, and art and design.
- The teaching is very good.
- Leadership and management are very effective.
- The school looks after its pupils very well.

#### What could be improved

- The use of the library and the learning resource centre to develop independent learning.
- The consistency and quality of the marking of pupils' written work.

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

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

The school was last inspected in April, 1997. Since then, the school has made a very good overall improvement. Standards have risen substantially. The GCSE results were below average in 1996 (as reported in 1997) and they are now above average. Standards have improved considerably in the subjects identified in 1997 as being most in need of improvement - mathematics, history and music. However, the use of the learning resource centre and library for independent learning is still not embedded in subject planning.

### STANDARDS

The table shows the standards achieved at the end of Year 11 based on average point scores in GCSE examinations.

| Performance in:   | Compared with |      |      |                 | Key   |
|-------------------|---------------|------|------|-----------------|---|
|                   | all schools   |      |      | Similar schools |   |
|                   | 1998          | 1999 | 2000 | 2000            |   |
| GCSE examinations | C             | D    | C    | A               | Well above average A<br>Above average B<br>Average C<br>Below average D<br>Well below average E |

The overall results of national tests in English, mathematics and science, taken at the end of Year 9, were in line with the national averages in each subject in 2000 and above the average for schools taking pupils from similar backgrounds. The results are improving and, overall, the boys' and girls' results are roughly equal.

Standards of the present Year 9 pupils' work are broadly average and are consistent with the test results. In relation to the Year 9 pupils' below average attainment when they joined Year 7, the standards of their work represent a very good overall achievement.

The standards of the current Year 11 pupils' work are above average overall and represent a very good achievement for these pupils. Standards are rising and are now above average in mathematics. Although they are not yet as high in English and science as in mathematics, standards are average in both subjects. The GCSE results are improving – in 2000 they were in line with the national average and rose still further in 2001. The boys' results tend to be a little lower than those of the girls in English and a little better than the girls' results in mathematics and science. However, the overall difference in performance between girls and boys is less than found nationally. Although the governors' targets for GCSE are challenging and rigorous the results exceeded them by considerable margins in each of the last two years. The most successful subjects at GCSE in 2001 were mathematics, art and design, and drama and the results in modern languages are consistently good. English, history, music and information technology are the most improved GCSE subjects.

Standards of literacy and numeracy improve steadily and are above average by Year 11. Lower attaining pupils and those with special educational needs make very good progress throughout the school and succeed in the GCSE examinations, as shown by the proportion of pupils achieving five or more passes in the full A\*-G range at GCSE, which is above the national average.

### PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good attitudes are chief reasons for the pupils' good academic and personal achievements. Pupils respond well to the school's high expectations of them and are keen to learn and to succeed.  |
| Behaviour, in and out of classrooms    | Very good overall. The school is pleasant, calm and orderly. Although the short-term exclusion rate is above average, only a small number of pupils are involved. Permanent exclusion is rare.      |
| Personal development and relationships | Very good. Pupils are smart, polite, and considerate. They are self-disciplined and learn to take initiative and to bear responsibility for themselves and for others. Relationships are very good. |
| Attendance                             | Average overall. The unauthorised absence rate is below average.  |

### TEACHING AND LEARNING

| Teaching of pupils: | Years 7 – 9 | Years 10 – 11 |
|---------------------|-------------|---------------|
| Quality of teaching | Very good   | Very good     |

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

Overall, the teaching is very good and meets the needs of all of its pupils well, including those with special educational needs; consequently, pupils make very good overall progress in their learning. They concentrate on their work, and persevere successfully with written and practical tasks. More than half of the lessons seen during the inspection were very good and the inspectors saw no unsatisfactory lessons. The teaching has important strengths - the teachers' good specialist knowledge and effective strategies for teaching their subjects, high expectations of effort and achievement, and effective management of the pupils. The teaching of English, mathematics and science is good throughout the school although it most effective in mathematics. Literacy is well taught in English lessons and well developed in other subjects. Numeracy is taught well in mathematics and pupils' mathematical skills are more than adequate to meet the demands of other subjects, such as science and geography. However, the quality of the marking of written work, although very good in history, varies between the different subjects. Teachers do not yet use the library enough to enhance pupils' independent learning.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The curriculum is very good overall and provides equally well for pupils of different abilities, talents and gifts. It has some special and distinctive features. In Years 7-9, all pupils take drama lessons and nearly all take both French and German. In Years 10-11, choices are maximised, enabling many pupils to specialise in arts subjects, humanities or modern languages, according to their aptitudes and preferences. In order to achieve this, many pupils are exempted from the requirement to study a design and technology subject, with the expressed agreement of the government's agency which has oversight of curriculum (the QCA).  |
| Provision for pupils with special educational needs   | Very good. These pupils are taught in small classes and are well supported in lessons because the teachers know the pupils and their difficulties very well. All pupils with special educational needs take GCSE in English and mathematics and nearly all take at least five subjects.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall and personal development is excellent. Pupils' capacity to take initiative and responsibility is exceptionally well developed. This is a Christian school in which pupils are taught right from wrong, to be considerate towards one another and to be self-disciplined.  |
| How well the school cares for its pupils  | This is a caring and inclusive school which looks after its pupils very well. The pastoral system provides excellent support and guidance for individual pupils. Discipline is effective – firm but fair. Attendance is monitored thoroughly. Bullying is rare but is dealt with swiftly when it occurs. The assessment system is excellent and enables teachers to monitor pupils' progress accurately and to eliminate underachievement. Although improvements are needed in the subject teachers' marking of the pupils' written work, the pupils' progress is assessed effectively and form tutors ensure that the pupils know how well they are progressing. The school has an effective partnership with parents. |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The school is very well led and managed. The headteacher and his senior staff set an excellent example to other staff and concentrate on improving teaching and learning and raising standards. They have established a very effective environment for learning.   |
| How well the governors fulfil their responsibilities             | Governors discharge their responsibilities very well and all statutory requirements are met.   |
| The school's evaluation of its performance                       | Excellent. Teaching and learning are monitored rigorously and a good system to manage the performance of teachers is also in place. The school uses its wealth of assessment data very well to compare its performance with that of other schools, both locally and nationally, and to monitor the progress of individual pupils and to set targets for them.  |
| The strategic use of resources                                   | The school is well staffed. Funding is allocated for an extra class in each year group to provide the small-class teaching that the lower attaining pupils need and this has a positive effect on their progress. Resources of information and communication technology are sufficient. Although the library's bookstock has recently been improved, there are shortages of books particularly fiction, the range of magazines, non-fiction and reference books. The school is efficient |

|  |   |
|--|---|
|  | and always looks for best value when placing contracts and in major purchasing. |
|--|---|

**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>• the school is well managed</li> <li>• the school is approachable</li> <li>• their children make good progress</li> <li>• the teaching is good</li> <li>• the school's high expectations of children</li> <li>• the children behave well</li> <li>• the children become mature and responsible</li> <li>• the good range of out-of-school activities</li> </ul> | <ul style="list-style-type: none"> <li>• a minority of parents think that the school should work more closely with them</li> </ul> |

Parents have very positive views of the school. The inspectors agree with the parents' positive opinions, which were expressed in questionnaires and at the meeting held with inspectors. Although some parents think that the school could work more closely with them, the inspectors found that the school does a great deal to ensure an effective and successful partnership with the parents.

## **PART B: COMMENTARY**

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

#### **Pupils achieve very good standards**

1. Standards of work of the current Year 9 pupils, over all subjects, are broadly average and improving and represent a very good overall achievement. Standards of work are average in English, mathematics and science. The results of national tests in these subjects are average and steadily improving. In 2000, the results in English, mathematics and science were average in each subject and improved further in each subject in 2001. Boys' and girls' results are roughly equal. Although the boys' results are lower than those of the girls in English, the difference is less than seen nationally and boys do better than girls in mathematics and science.
2. Standards of the current Year 11 pupils' work are above average, and in relation to their attainment at the end of Year 9, the pupils achieve very well overall because the teaching is very good. GCSE results are improving: they were average in 2000 but improved considerably in 2001, when they were above average (in comparison with unvalidated national data). At the time of the previous inspection, 34 per cent of pupils achieved GCSE grades A\*-C in five or more subjects and 81 per cent achieved five or more A\*-G grades. By 2001, these figures improved to 52 per cent and 96 per cent respectively. Boys' results tend to be a little lower than those of the girls, but the difference is less than found nationally, and a detailed analysis of the results indicates that the boys make particularly good progress in English in Years 10 and 11.
3. Standards of the current Year 11 pupils' work are average in English and are rising. Pupils are achieving well in English because the management of the subject and its teaching are improving. Good standards of literacy, above average by Year 11, effectively underpin the work in English and in all other subjects; the pupils' speaking and listening are particular strengths. The pattern of the English GCSE results reflects the rising standards: they were a little below average in 2000 but improved substantially in 2001 and nearly all pupils passed the GCSE examination.
4. Pupils make very good progress and achieve very well in mathematics and standards are above average by Year 11. Since the previous inspection, mathematics has become one of the school's strongest subjects. The examination pattern of the GCSE results show this clearly and results are better than those of English or science. The results were above the national average in 2000 and rose still further in 2001. Pupils' good numeracy skills, above average by Year 11, support the pupils' needs in other subjects very effectively, particularly in science.
5. In science, standards are average by Year 11, and this is reflected in the results of the GCSE examinations, which were close to average in 2000 and improved further in 2001.
6. Pupils make a very good beginning in modern languages in Year 7 and reach standards that are broadly average in Year 9, which is a good achievement for these pupils. The GCSE results are very good in both French and German and are above average. The GCSE examination results in art and design are very good and this subject is a popular option at GCSE. The results were very high in 2000 and, though not as good as in the previous year, were still well above average in 2001. The results in drama and history improved substantially in 2001, and were above average.

7. The strongest subjects at GCSE are mathematics, modern languages, drama, and art and design. Information technology was the weakest subject at GCSE in 2000 but improved substantially in 2001.

### **Teaching and learning are very good**

8. The overall quality of teaching and learning is very good throughout the school. In lessons, teaching was often judged to be very good and no unsatisfactory teaching was seen. The teaching meets the needs of all pupils well and enables them to learn effectively, make very good progress and to achieve good standards. The teaching of English, mathematics and science is good throughout the school, particularly in mathematics.

9. The strengths of the teaching are the teachers' good knowledge of how to teach their subjects, high expectations of effort and achievement, and effective management of the pupils. The strengths of the pupils' learning are very good attitudes to school, good behaviour, keenness to succeed, co-operation with their teachers, good collaboration with other pupils, and a good pace of working. Homework is set and completed, mostly on time.

10. Literacy skills are well taught as a result of an effective implementation of the National Literacy Strategy. The teaching of literacy is effective because all teaching staff have been trained to teach these essential skills and because they are committed to raising standards. Pupils' numeracy skills are also well taught and effectively support the pupils' learning in other subjects.

11. Pupils with special educational needs are very well taught. Although a small number are withdrawn for special help with reading and writing, most pupils work effectively in mainstream classes. This is because they are taught in small classes and because the teachers have a good understanding of the pupils' learning difficulties, as expressed in individual education plans. The level of in-class support is currently lower than usually seen because of an unfilled vacancy; however, support is used effectively. The liaison between subject teachers and support assistants is very effective and the pupils' progress is closely monitored.

### **The school is very well led and managed**

12. The headteacher, deputy headteacher and other members of the senior management team work well together and provide highly effective leadership for the school as a whole. There is a clear focus on improving teaching and learning and raising standards. The aims of the school and its expectations are clearly expressed and well understood.

13. The senior managers have established a very good ethos for learning, which reflects high expectations of effort and achievement. They monitor the quality of teaching rigorously and a system of performance management is also in place. Lessons are monitored regularly, both informally and formally, and teaching and learning are constantly improved and developed.

14. Overall, middle management responsibilities are carried out well. The management of subjects is generally good. The monitoring of the marking of pupils' written work and the quality of marking is developing but is not yet as effective as it should be.

15. The school's development plan provides a good strategic framework for raising standards and improving the quality of teaching and learning. Raising standards in literacy is part of the plan to compensate for the pupils' below average starting points when they join Year 7 and this strategy is implemented in nearly all subjects, although writing could be better developed in science.

16. The governing body does its work very well. Governors understand the school's strengths and weaknesses. They fulfil their responsibilities effectively in all respects and their work is particularly beneficial in financial management.

17. This is a much improved school since the time of the previous inspection. The GCSE results have improved substantially, particularly in mathematics, history and music, and the school has tackled effectively the issues for improvement set by the previous inspection. The school has invested a good deal of money in the provision for computers; the library bookstock, though small, is improving and further improvement are planned. The accommodation is good and the buildings are kept in very good repair.

18. The school's finances are in good order and the budget is in balance. The cost of educating a pupil at this school is average. The specific grant for pupils with special educational needs is used effectively for its designated purpose. The senior staff and governors work hard to ensure that the school obtains best value and that money is well spent. Administration runs smoothly, contributing effectively to the overall efficiency of the school.

### **The school looks after its pupils very well**

19. Strong links with primary schools help Year 7 pupils to settle happily and confidently into the school. As they progress through school, pupils are encouraged to take increasing responsibility for their learning, keeping records of their achievements and, with help from the staff, setting themselves targets for achievement. The older pupils take responsibility for helping the younger ones and take other responsibilities within the school community. Pupils say that they enjoy school and appreciate the effectiveness of the pastoral system.

20. This is an inclusive school, both educationally and socially, which does its very best to ensure equality of opportunity and that all pupils, regardless of ability or background, are fully involved with all that the school has to offer and can achieve well. Every success is celebrated. Years 8 and 9 take up the *Smart Kids* challenge which sets targets for 10 different aspects of school life and citizenship. The success of this scheme has led to an extended challenge for Year 10 pupils. Recently introduced strategies are helping to keep in school pupils who might otherwise become poor attenders or school refusers. Specially targeted Year 11 pupils develop their social skills and self-esteem, ensuring that they are fully able to benefit from the school's provision. A few pupils are exempted from modern languages in Years 10 and 11 to enable them to take a course of work-related education.

21. The school has outstandingly good procedures to monitor pupils' academic and personal development and their behaviour and attendance. From the start of Year 7, educational opportunities are matched to the needs of each pupil. Consequently pupils build on their strengths, aptitudes and interests helped by a systematic programme of assessment, monitoring and mentoring throughout the school.

22. The assessment system is excellent. Pupils are assessed on entry to the school using nationally validated tests, which give reliable 'baseline' information enabling the school to make accurate predictions of the academic performance of each pupil and year group. The assessment data are used very effectively to monitor the progress of individuals and classes, and to evaluate the performance of subjects.

23. Homework clubs out of lesson time are well attended and pupils have many opportunities for extra help and support in their studies at lunch-time and after school. Pupils use the school's computer facilities at lunchtimes. A very good programme of extra-curricular activities gives pupils further opportunities to develop their confidence and self-esteem. School performances of drama and music are open to every pupil who wishes to

take part. Parents are involved in school trips and performances and are well represented on the governing body.

24. All aspects of safety are rigorously monitored and equipment and fire prevention systems are inspected regularly. The school takes part in the *Healthy Schools* programme and parents have expressed particular confidence in the individual care provided by staff and the school nurse. Pupils are constantly supervised by staff, both inside and outside of the buildings. The staff are always ready to discuss concerns raised by parents. Pupils are pleased to have personal lockers in which to keep their books and equipment.

## **WHAT COULD BE IMPROVED**

### **The use of the library for independent learning**

25. The school's learning resources centre houses both the library and a large number of modern computers. The school has invested a good deal of money in the provision for computers and the application of information and communication technology to enhance teaching and learning is improving in most subjects and is well established in modern languages, music, design and technology and mathematics though not yet in English. A good range of new books for the library, largely fiction, has been purchased this year and a new computerised check-out system is being introduced to enable reading to be monitored, as well as pupils' individual borrowing. However, the school does not have a well-established culture of reading for pleasure and no quiet area has been allocated for the purpose. Overall, the teachers do not yet exploit the learning resources centre sufficiently to enhance pupils' learning. Although the bookstock is improving, the library's resources are not yet sufficient for independent study and the library is not used sufficiently by pupils for research.

### **The marking of pupils' written work is inconsistent**

26. Samples of pupils' written work in Years 7, 8 and 9 show that routine marking varies in quality between subjects, despite a clear and simple school policy. Year 11 pupils said that, in general, the marking of their work helps them to prepare for their GCSE examinations. However, some examples were seen of technical errors of grammar, spelling and punctuation in pupils' written work passing uncorrected. Examples were also seen of missed opportunities to help pupils to improve the standard of their work through written comments; for example, about style or the choice of vocabulary. The marking of written work in history is exemplary, as the pupils themselves said, and could serve as a model for other subject teachers to follow.

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

27. In order to improve teaching and to raise standards further, the governors, headteacher and senior staff should take the following action:

- (1) **improve the effectiveness of the library and the use of the learning resources centre by**
  - ◆ making plans to use these facilities more extensively for the benefit of pupils' learning in all subjects;
  - ◆ implementing existing plans to increase the library's stock of reference and non-fiction books;(paragraph 25)
  
- (2) **improve the quality of marking of pupils' written work by**
  - ◆ consistently implementing and monitoring the school's policy for marking;
  - ◆ guiding pupils' work through helpful and supportive comments.(paragraph 26)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 29 |
| Number of discussions with staff, governors, other adults and students | 16 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 15        | 9    | 5            | 0              | 0    | 0         |
| Percentage | 0         | 52        | 31   | 17           | 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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]*

### Information about the school's pupils

| Pupils on the school's roll   | Y7 – Y11 |
|---|----------|
| Number of pupils on the school's roll                                 | 657      |
| Number of full-time pupils known to be eligible for free school meals | 142      |

| Special educational needs   | Y7 – Y11 |
|---|----------|
| Number of pupils with statements of special educational needs       | 25       |
| Number of pupils on the school's special educational needs register | 115      |

| 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 | 17           |
| Pupils who left the school other than at the usual time of leaving           | 17           |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 8.6 |
| National comparative data | 7.7 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.1 |
| National comparative data | 1.1 |

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 3 (Year 9)

| Number of registered pupils in final year of Key Stage 3 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 58   | 61    | 119   |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above   | Boys     | 39      | 39          | 37      |
|   | Girls    | 45      | 42          | 41      |
|   | Total    | 84      | 81          | 78      |
| Percentage of pupils at NC level 5 or above | School   | 71 (69) | 68 (65)     | 66 (60) |
|   | National | - (63)  | - (65)      | - (59)  |
| Percentage of pupils at NC level 6 or above | School   | 37 (25) | 42 (44)     | 39 (33) |
|   | National | - (28)  | - (42)      | - (30)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 5 and above   | Boys     | 35      | 41          | 41      |
|   | Girls    | 44      | 43          | 45      |
|   | Total    | 79      | 84          | 86      |
| Percentage of pupils at NC level 5 or above | School   | 66 (63) | 71 (66)     | 72 (61) |
|   | National | - (64)  | - (66)      | - (62)  |
| Percentage of pupils at NC level 6 or above | School   | 27 (26) | 47 (41)     | 41 (26) |
|   | National | - (31)  | - (39)      | - (29)  |

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

### Attainment at the end of Key Stage 4 (Year 11)

| Number of registered pupils in final year of Key Stage 4 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 73   | 74    | 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     | 35                       | 70                    | 72                    |
|   | Girls    | 41                       | 71                    | 74                    |
|   | Total    | 76                       | 141                   | 146                   |
| Percentage of pupils achieving The standard specified | School   | 52 (49)                  | 96 (94)               | 99 (97)               |
|   | National | - (47)                   | - (91)                | - (96)                |

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

| GCSE results                  |          | GCSE point score |
|-------------------------------|----------|------------------|
| Average point score Per pupil | School   | 40 (39)          |
|                               | National | - (38)           |

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                          | 1            |
| Pakistani                       | 1            |
| Bangladeshi                     | 0            |
| Chinese                         | 1            |
| White                           | 654          |
| Any other minority ethnic group | 0            |

### **Teachers and classes**

#### **Qualified teachers and classes: Y7 – Y11**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 41   |
| Number of pupils per qualified teacher   | 16.2 |

#### **Education support staff: Y7 – Y11**

|   |     |
|---|-----|
| Total number of education support staff | 10  |
| Total aggregate hours worked per week   | 235 |

#### **Deployment of teachers: Y7 – Y11**

|   |    |
|---|----|
| Percentage of time teachers spend in contact with classes | 73 |
|---|----|

#### **Average teaching group size: Y7 – Y11**

|             |    |
|-------------|----|
| Key Stage 3 | 23 |
| Key Stage 4 | 20 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 6 |
| Number of teachers appointed to the school during the last two years | 6 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 3 |

*FTE means full-time equivalent.*

### **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                        | 70           | 2         |
| Other minority ethnic groups | 3            | 0         |

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

### **Financial information**

|                |         |
|----------------|---------|
| Financial year | 2000-01 |
|----------------|---------|

|  | £       |
|--|---------|
| Total income                               | 1972134 |
| Total expenditure                          | 2000329 |
| Expenditure per pupil                      | 2925    |
| Balance brought forward from previous year | 31746   |
| Balance carried forward to next year       | 3551    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 657 |
| Number of questionnaires returned | 406 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 46             | 46            | 6                | 2                 | 0          |
| My child is making good progress in school.  | 42             | 49            | 4                | 0                 | 5          |
| Behaviour in the school is good.   | 42             | 50            | 4                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 40             | 49            | 7                | 2                 | 2          |
| The teaching is good.  | 43             | 50            | 3                | 0                 | 4          |
| I am kept well informed about how my child is getting on.                          | 41             | 38            | 11               | 2                 | 8          |
| I would feel comfortable about approaching the school with questions or a problem. | 61             | 32            | 3                | 2                 | 2          |
| The school expects my child to work hard and achieve his or her best.              | 68             | 31            | 0                | 0                 | 1          |
| The school works closely with parents.   | 37             | 43            | 14               | 0                 | 6          |
| The school is well led and managed.  | 49             | 44            | 1                | 0                 | 6          |
| The school is helping my child become mature and responsible.                      | 53             | 42            | 0                | 1                 | 4          |
| The school provides an interesting range of activities outside lessons.            | 32             | 45            | 8                | 2                 | 13         |

### Other issues raised by parents

30. Two parents of Year 7 children said that they would like more contact with teachers. The school invites all parents of the new Year 7 to visit the form tutor during the first term. In addition, teachers are happy to meet parents at any time to discuss concerns. The inspectors consider these arrangements to be at least satisfactory.