

INSPECTION REPORT

THE ARCHBISHOP LANFRANC SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 101826

Headteacher: Mr. D. C. Clark

Reporting inspector: Mr. D. L. Driscoll
11933

Dates of inspection: 7/2/2000 – 9/2/2000

Inspection number: 186205

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: Foundation

Age range of pupils: 11 to 16

Gender of pupils: Mixed

School address: Mitcham Road
Croydon

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Appropriate authority: The governing body

Name of chair of governors: Councillor D. Loughborough

Date of previous inspection: 13/11/1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a mixed comprehensive school of average size, educating pupils between the ages of 11 to 16. There are 1016 pupils at the school, approximately 60 per cent of whom are boys. The pupils reflect the rich cultural diversity of the local community: around a quarter are of black African or black Caribbean heritage and a further quarter are of Asian heritage. The proportion of pupils who speak English as an additional language is very high, but few of these pupils have any significant difficulties with the language. The area from which the school draws its pupils is one of significant social disadvantage and the proportion of pupils that is eligible for free school meals is above average. The attainment of the pupils joining the school in Year 7 was well below average in September 1999 and this was the highest attaining year group since the school was last inspected. The attainment of boys is better than that of the girls on entry to the school. The pupils have particular weaknesses in the areas of literacy and numeracy on entry to the school. The proportion of pupils who are on the school's register of special educational needs is above average. The number of pupils at the school has increased considerably since the last inspection and there are now twice as many parents wishing to send their children to the school as there are places available.

HOW GOOD THE SCHOOL IS

This is a very effective, and improving, school. The good quality teaching, combined with the pupils' very good attitudes, ensure that pupils' levels of attainment are improved significantly whilst they are at the school. The very good leadership provided by the Headteacher and other senior members of staff is successful in bringing about a commitment to improving standards in all areas of the school's performance. The school is providing very good value for money.

What the school does well

- The good standard of teaching has a positive impact on pupils' learning and enables many of them to achieve very well in relation to their levels of attainment on entry to the school.
- There is an effective whole-school strategy for improving pupils' literacy skills.
- Pupils have very good attitudes and enjoy attending the school.
- The rate of attendance is above the national average.
- The school is very well led and managed. Raising pupils' standards of attainment within a positive learning environment is central to the work of the school.
- The teachers know and care for their pupils very well.
- Pupils achieve well in art, information technology, modern foreign languages and sociology.

What could be improved

- Pupils' are underachieving in business studies because they are not made to work hard enough.
- The statutory requirements for information technology are not met fully at Key Stage 4.
- The teaching of science is not as good as that seen in many other areas of the school.

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 very good progress since it was last inspected in 1995. The proportions of pupils reaching level 5 or above by the age of 14, in English, mathematics and science, have risen dramatically. Results in GCSE examinations have improved at a rate that is above the national average and are now above the average for similar schools. Boys' results are now at the national average. There has been a significant improvement in attendance from unsatisfactory to above average. There has been a sharp decline in the number of pupils excluded. The key issues from the previous inspection have been addressed most successfully, with the exception of the provision of a daily act of collective worship. The improvements in the quality of teaching reflect well on the leadership and management skills of the Headteacher and other staff in posts of responsibility.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
GCSE examinations	D	D	D	B

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

Results in the national tests for 14 year olds in 1999 were below the national average in mathematics and science but were significantly better than the previous year's results. The results in English were well below average in 1999 and declined from those in 1998. The school has reacted to this fall by extending the literacy scheme across the school and this, together with the good teaching now in place, is proving effective in raising standards. Overall, results were well below average in 1999, but have been improving at a rate in line with the national trend since 1996. Results are below average in comparison with similar schools, mainly because of the well below average results in English. Results in mathematics and science are similar to those in other schools.

Results in the GCSE examinations in 1999 were below the national average. Results are improving at a rate that is better than the national average. The proportions achieving five or more grades A* to C and one or more grades A* to G were below average, while the proportion achieving five or more grades A* to G was average. Results were above average in comparison with similar schools: the proportion achieving five or more grades A* to G was well above average and the proportion achieving one or more grades A* to G was above average. Pupils achieved their best results in art, information technology and sociology, while the worst results were in business studies and these standards were reflected in the work seen during the inspection. Pupils are now also achieving well in modern foreign languages. Standards of literacy are well below average by the age of 14 and below average by the age of 16. This is a considerable improvement on the very low standards of literacy of many pupils on joining the school. Standards of numeracy are generally below average throughout the school and this, again, is an improvement on the well below average standards attained by the pupils on entry.

Pupils achieve very well at the school when compared with their standards of attainment on entry. The school has focused its work on improving basic skills at Key Stage 3 and this has allowed pupils to make very good progress on their examination courses at Key Stage 4. The school sets ambitious targets for its performance and is making good progress towards them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and learning. A high proportion of parents says that their child is happy at the school.
Behaviour, in and out of classrooms	Good. Behaviour is very good in lessons and is satisfactory around the school. There are few permanent exclusions. The number of fixed term exclusions is slightly above average but falling.
Personal development and relationships	Good. Pupils show a good deal of respect for the opinions of others. There is a good degree of racial harmony in the school.
Attendance	Good. Attendance is now above average.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	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 quality of teaching in the school is good. Teaching is satisfactory or better in 95 per cent of lessons, very good or better in 27 per cent and unsatisfactory in 5 per cent. Teaching is effective in meeting the needs of all pupils.

The quality of teaching is satisfactory in science and good in English and mathematics. The best teaching is in French, Spanish and sociology where teaching is excellent. There is, however, a high proportion of lessons across the school where teaching reaches a very good or excellent standard. The teaching of literacy skills is particularly effective, whilst the emphasis placed on developing the skills of numeracy is satisfactory. On the whole, teachers have very high expectations of both behaviour and academic standards and reinforce these through their skilful management of pupils. The pupils respect their teachers for the sensitive way in which they control behaviour and respond with good levels of interest and concentration. Teachers expect pupils to think hard in their search for answers to questions that probe the extent of their understanding. Lessons proceed at a very brisk pace, helped by the positive relationships that teachers have with their pupils. This leads to pupils being forced to concentrate to keep up and increases considerably the amount of work covered. The teachers' knowledge of the examination syllabuses is used extremely effectively in targeting work to the specific demands of the GCSE examination, particularly in art, design and technology and information technology. Pupils are then able to concentrate their efforts on those elements that will produce the best results in examinations, secure in their understanding of how well they are achieving and what they need to do to improve. Only in business studies, where pupils are not expected to work hard enough, is the quality of teaching unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally satisfactory, although the school does not meet fully the statutory requirements for the teaching of information technology at Key Stage 4.
Provision for pupils with special educational needs	Good. Teachers match work well to the needs of individual pupils, who are provided with extra support of good quality where necessary.
Provision for pupils with English as an additional language	Good. All pupils receive appropriate support that enables them to play a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There are strengths in the provision for pupils' moral and social development.
How well the school cares for its pupils	Very good. The pastoral system ensures that form tutors and heads of year are very well informed of individual pupils' strengths and weaknesses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. This is a school which is being driven forward. There is a shared commitment on the part of all staff to continually improving standards.
How well the governors fulfil their responsibilities	Very good. Governors have a comprehensive understanding of the school's strengths and weaknesses, but there are two breaches of statutory requirements.
The school's evaluation of its performance	Excellent. The monitoring of teaching is extremely thorough and leads to challenging targets being set for improvement. The monitoring of performance is seen as both positive and supportive by staff.
The strategic use of resources	Very good. The school's management is very effective at raising extra funds for the school. Resources are very carefully deployed to those areas where they will provide the greatest benefit. The school applies well the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The high expectations that teachers have of their pupils. The ease with which they can approach the school with issues or concerns. 	<ul style="list-style-type: none"> The information that the school provides on how pupils are progressing The amount of work that pupils are expected to do at home.

The inspection team agrees with parents' positive views. Parents were split over whether there was too much or too little homework. The inspection team's judgement is that the amount of homework is generally satisfactory, but that there are significant variations in the amount set on different weeks. The inspection team strongly disagrees with the parents' views on the information provided on pupils' progress. Every parent receives a report on their child's progress in all subjects studied every six weeks. All parents are invited to attend an individual academic guidance meeting each year where their child's work is examined in detail and targets for improvement are agreed. This is in addition to a consultation evening each year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good standard of teaching has a positive impact on pupils' learning and enables many of them to achieve very well in relation to their levels of attainment on entry to the school.

1. The quality of teaching is good and there is a high proportion of very good and excellent teaching. Teachers have good levels of expertise that underpin their authority in the classroom. In a Year 10 information technology lesson, the teacher used his knowledge of the examination syllabus to improve pupils' understanding of examination techniques and to extend pupils' technical vocabulary. A strength of the teaching is the enthusiasm that many teachers bring to the lesson. Thorough lesson planning clearly targets what is to be learnt in the lesson, which is shared effectively with pupils at the beginning of each lesson. Pupils understand well what is expected, how to do the task, and how to move forward to a higher level in the subject. Pupils consistently demonstrate very good attitudes to their work and respond positively to the good teaching. They concentrate well on the tasks, although occasionally a class will lose concentration between tasks. They respond best to the most challenging or imaginative activities. This was evident in a Year 10 graphics lesson, when pupils were highly motivated by the practical work. Teachers frequently include a lesson summary in order to consolidate the work covered during the lesson. This means that pupils normally work well to the end of each lesson and often leave the classroom discussing their work.
2. Teachers know their pupils very well and relationships are good and this creates a positive learning environment. Teachers make a point of displaying pupils' work and this also enriches the classroom environment. Pupils show respect for other pupils' work and often find inspiration through these displays. Expectations are high, with good effect on learning and progress enabling pupils at all levels of attainment including those with special educational needs, to achieve well through the key stages. Firm class control, good lesson planning and short interesting activities harness pupils' energies and keeps pupils, who can be easily distracted, well on task. In the best lessons seen, as in a Year 11 Spanish lesson, the teacher changed tasks every 15 minutes and used humour to motivate and encourage pupils. Teachers have a friendly but purposeful approach which pupils appreciate. They manage pupils very effectively. In a Year 10 sociology lesson, the teacher was firm but fair when dealing with a pupil and then used the pupil effectively to lead a short discussion on the topic of smoking and society. Teachers are particularly skilful at questioning pupils, finding out what they know and then creating opportunities that enable pupils to achieve well. Work is carefully matched to the needs of the pupils, and consistently applied literacy strategies, such as testing spelling, help pupils at all levels of attainment make good progress in improving their writing. In many subjects, teachers use lists of key words, and their definitions, in order to improve pupils' literacy skills and understanding. Teachers make good use of information technology and use a range of resources well. In a Year 7 French class, the teacher made very good use of the textbook and accompanying tape to improve pupils' understanding of number and their pronunciation of telephone numbers.
3. Pupils are attentive and many show real interest in their subjects. Pupils are also provided with planned opportunities to practise key skills. In many lessons seen, pupils read aloud which helps to raise their self-esteem and improve literacy skills. Most pupils concentrate well and sustain their interest throughout the 70-80 minute lessons. On the

rare occasion when pupils drift off task, teachers are quick to refocus the group. Pupils have a good understanding of how well they are doing. Teachers are quick to praise and the individual support provided informs pupils on how they can improve.

There is an effective whole-school strategy for improving pupils' literacy skills.

4. The school has a good literacy strategy that enables pupils to gain full access to a wide range of experiences in all their subjects. This is having a positive impact on pupils' standards of literacy and their standards overall. Pupils are provided with many opportunities to develop their reading skills which enables them to access a wide range of written material in all their subjects and to improve their understanding of examination questions. Pupils become familiar with specialist subject vocabulary, which is often helpfully displayed by teachers on classroom walls. Good research skills support work in subjects such as history. Good note taking improves attainment in modern languages. Pupils, when provided with the opportunities to do so, make very good use of information technology to improve the content and presentation of their writing. Spelling, punctuation and presentation are targeted in many lessons. The school induction system for new staff contains very clear guidance on strategies for raising pupils' literacy skills.

Pupils have very good attitudes and enjoy attending the school.

5. Pupils respond positively to their education and there is mutual respect between teachers and pupils. Pupils take pride in their school and speak highly of their teachers. Pupils come to school expecting to learn and to make good progress. They are interested in their work, especially when lessons are purposeful and the quality of teaching is good. Most are happy at school and believe that it is a good school that will give them a good education. They are very loyal to the school and take great pride in its reputation. Behaviour in lessons is very good and it is satisfactory around the school. Pupils move around the school in an orderly manner. There is little evidence of graffiti although some pupils are careless with litter. There is very little wilful damage to pupils' work that is on display around the school. A strength of the school is the relationships that exist between the different ethnic groups. Pupils relate well to their teachers and to other adults in the school. They know and understand the school's rules and know that staff will apply these fairly but rigorously. There is very little evidence of bullying and there is a calm atmosphere within the school.

The rate of attendance is above the national average.

6. The rate of attendance has risen significantly since the previous inspection report and is now in excess of 93 per cent, with a below average rate of unauthorised absence. Pupils enjoy attending the school. In all year groups the rate of attendance is above the 90 per cent benchmark. The good attendance by many pupils has a positive impact on their standards and the progress that they make. A strength of the school is the 'catch-up' clubs that are provided for pupils who have missed work through absence. Pupils are punctual to lessons and to the start of the school day. When the warning bell sounds, many pupils were observed running to their lessons.

The school is very well led and managed. Raising pupils' standards of attainment within a positive learning environment is central to the work of the school.

7. The Headteacher provides very good leadership and is fully committed to raising standards in the school. He has established a very clear direction for the work of the school. The Headteacher is very well supported by other members of the school management team. The management structure operates very well and enables strengths

to be recognised and areas for development and improvement to be identified. The quality of leadership at middle management level is good. Most middle managers have established a clear direction for their subject and monitor the work of the subject effectively. For example, in modern languages, the head of department has established a good team, with many outstanding features, that work well together with a strong emphasis on improving standards of attainment and this is reflected in the rapid improvement in GCSE results to the extent that the subject has gone from attaining some of the lowest results in the school to consideration of entering pupils for examinations a year earlier than usual. The standards observed in both French and Spanish lessons would certainly support this decision.

8. The governing body has a very good working knowledge of the school's strengths and weaknesses and supports the school well. The governing body, however, fails to meet some of its statutory requirements. The school does not comply fully with statutory requirements regarding a daily act of collective worship and the teaching of information technology at Key Stage 4.
9. The monitoring and support of teaching is excellent. There is a comprehensive programme of classroom observations with clear targets agreed for improvement of even the very best teaching. Subject performance reviews are carried out regularly and, together with the analysis of examination results, are used to draw up action plans to improve standards of attainment. The results of this approach are clear in the improvement in teaching and the significant improvement in GCSE results since the previous inspection.
10. Development planning, at a whole school level and at department level is good, with carefully identified priorities appropriate to the needs of the school. Priorities are clearly linked to raising standards and improving the educational experiences of the pupils. The work of the school is monitored closely by the senior management team and the governors. Systems are in place to compare the school's performance with that of other schools. The school sets challenging targets for both the quality of teaching and the standards which pupils achieve.
11. Financial planning in the school is very good. The school manages its budget very effectively and has very good procedures in place to monitor and evaluate its effectiveness. The school is rigorous in its approach to attaining the best value for money. It is constantly reviewing its performance against other schools both locally and nationally. The school provides very good value for money. Routine administration of the school's budget is very good. The school makes good use of new technology that enables the school to monitor expenditure against budget. The quality of the school administration and routine administration is very good and ensures that the school runs smoothly on a day-to-day basis.

The teachers know and care for their pupils very well.

12. Standards of care are high, and the school makes very good provision for safeguarding the health and welfare of its pupils. Arrangements for child protection meet all legal requirements. The school is highly conscious of the importance of good attendance to attainment and progress. It has therefore established very good procedures for ensuring that pupils attend school regularly and punctually and are not absent without good cause.
13. Teachers with responsibility for the pastoral care of pupils carry out their roles very effectively, supported by some very good initiatives put into place by the school's managers. Levels of attendance show continual improvement as a result of the rigorous

chasing of pupils not arriving at school. All parents are contacted before 10.30 am on the day of absence. League tables are published to show the attendance of each form every week, together with prizes for both the highest attendance and the greatest improvement. Form tutors share responsibility for academic guidance with another member of staff, so that each teacher has developed a deep understanding of the performance of a relatively small number of pupils across all of the subjects that they study. Formal assessments are made every six weeks in all subjects. League tables are again published so that pupils are aware of improvements or declines in their performance. The results of the assessments are reported to parents every six weeks as part of the school's efforts to raise the profile of the importance of education and to forge a constructive partnership with parents to the benefit of the pupil.

Pupils achieve well in art, information technology, modern foreign languages and sociology.

14. In art, GCSE results are consistently above the national average. Pupils have good drawing and painting skills; individuals demonstrate a good understanding and control of the artistic elements of line, tone, colour, texture and shape although outcomes are not always imaginative. Pupils who undertake the information technology and graphics course have a very good understanding of computer aided design and use this to successfully enhance their course work, some of which is of an outstanding quality.
15. The standards that pupils achieve in information technology are well above the level expected nationally. A group of Year 9 pupils for example are studying for their GCSE two years earlier than expected. Pupils have a good grasp of technical vocabulary. The majority of pupils have above average standards of keyboard skills and use software applications with confidence. Pupils' standards are above the level expected in the application of communicating and handling information, using word processors, presentation software, spreadsheets and databases.
16. GCSE results in modern languages have improved significantly in recent years. Pupils achieve well in lessons. Most pupils speak and write using full sentences and form questions with good accuracy. They have good listening skills and are generally used to hearing and understanding French and Spanish for classroom instructions and simple explanations. Lower attaining pupils identify information in a recorded text and can write short sentences about people and places.
17. The standards that pupils achieve in sociology are above the level expected nationally and this is reflected in the GCSE examination results. A particularly high level of discussion was observed during the inspection with pupils demonstrating that they understand complex relationships between, for example, the choices made by individuals and how these are affected by advertising.

WHAT COULD BE IMPROVED

Pupils' are underachieving in business studies because they are not made to work hard enough.

18. The proportion of pupils obtaining GCSE grades A*-C in business studies was far below the national average in 1999 and this is reflected in the work seen during the inspection.

Pupils have difficulty in recalling basic business concepts such as types of ownership or business location. Teaching is not sufficiently demanding of the pupils. The pace of the lessons is leisurely although the teacher does have a good knowledge and understanding of the subject material. Pupils who initially chose to study the subject have lost interest and occasionally misbehave.

The statutory requirements for information technology are not met fully at Key Stage 4.

19. The majority of pupils at Key Stage 4 have very good access to information technology through their discrete GCSE courses. Many subjects have built information technology into their schemes of work and provide pupils with worthwhile experiences. However, this is not consistent across the school and leads to a small minority of pupils not having their full entitlement to information technology. The school does not carry out a full audit of pupils' information technology experiences at this key stage.

The teaching of science is not as good as that seen in many other areas of the school.

20. The quality of teaching in science is satisfactory but it is not inspiring and it is not as good as that seen in many other subjects. Currently there is no head of department for science and many of the teachers are new to the school. There is a lack of consistency in their work. For example, some marking is very good and informative and moves pupils forward to a higher level. On other occasions, the quality of marking is less than satisfactory with the work being simply ticked. Tasks are generally appropriate but are not dealt with in an interesting manner and some pupils tend to lose concentration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise further the standards of work and the quality of education provided, the governors and senior management team should:

- (1) Improve pupils' standards of attainment in business studies by providing tasks that are more challenging and of interest to the pupils. (Paragraph 18)
- (2) Ensure that all pupils are taught the full National Curriculum in information technology at Key Stage 4. (Paragraph 19)
- (3) Improve the quality of teaching in science by using the examples of excellent practice that exist elsewhere in the school. (Paragraph 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	9	39	29	5	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
Number of pupils on the school's roll	1016
Number of full-time pupils eligible for free school meals	276

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	19
Number of pupils on the school's special educational needs register	190

English as an additional language	No of pupils
Number of pupils with English as an additional language	284

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	69
Pupils who left the school other than at the usual time of leaving	56

Attendance

Authorised absence

	%
School data	7.5
National comparative data	7.9

Unauthorised absence

	%
School data	0.4
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	121	76	197

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	42	65	52
	Girls	42	39	30
	Total	84	104	82
Percentage of pupils at NC level 5 or above	School	43 (48)	53 (43)	42 (36)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	9 (23)	23 (16)	12 (14)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	64	65	46
	Girls	57	37	30
	Total	121	102	76
Percentage of pupils at NC level 5 or above	School	62 (51)	52 (49)	39 (60)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	27 (15)	24 (19)	10 (25)
	National	31 (31)	37 (37)	28 (31)

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
	1999	113	73	186

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	36	108	108
	Girls	27	66	70
	Total	63	174	178
Percentage of pupils achieving the standard specified	School	34 (30)	94 (94)	96 (98)
	National	46.3 (43.3)	90.7 (88.5)	95.7 (94.0)

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

GCSE results		GCSE point score
Average point score per pupil	School	33 (32)
	National	37.8 (36.8)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	133
Black – African heritage	66
Black – other	29
Indian	164
Pakistani	53
Bangladeshi	16
Chinese	4
White	529
Any other minority ethnic group	22

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	21	1
Black – African heritage		
Black – other		
Indian	1	
Pakistani	4	1
Bangladeshi		
Chinese		
White	25	1
Other minority ethnic groups	3	

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)	62.4
Number of pupils per qualified teacher	16.3

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	12
Total aggregate hours worked per week	317

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	77
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Average teaching group size: Y7 – Y11

Key Stage 3	21.5
Key Stage 4	22.5

Financial information

Financial year	1998/1999
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	£
Total income	2873941
Total expenditure	2857656
Expenditure per pupil	2867
Balance brought forward from previous year	45568
Balance carried forward to next year	61853

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

1016

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	3	2	0
My child is making good progress in school.	48	44	6	0	2
Behaviour in the school is good.	33	55	3	2	6
My child gets the right amount of work to do at home.	36	40	14	5	4
The teaching is good.	37	52	5	0	5
I am kept well informed about how my child is getting on.	41	41	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	56	37	3	1	2
The school expects my child to work hard and achieve his or her best.	69	28	1	0	2
The school works closely with parents.	45	40	10	3	2
The school is well led and managed.	52	37	3	3	4
The school is helping my child become mature and responsible.	41	46	10	0	3
The school provides an interesting range of activities outside lessons.	38	30	7	4	20