

SELF-EVALUATION FORM FOR SECONDARY SCHOOLS (WITH AND WITHOUT SIXTH FORMS)

Name of school: Bacup and Rawtenstall Grammar School

Unique Reference Number (URN): 119809

Not Submitted

Part A: self-evaluation

INTRODUCTION

This self-evaluation form (SEF) is primarily designed to:

- assist you in your own self-evaluation, and
- be used as the basis of the inspection of your school or setting.

The form is in three parts:

Part A SELF-EVALUATION

Part B FACTUAL INFORMATION ABOUT YOUR SCHOOL

Part C INFORMATION ABOUT COMPLIANCE WITH STATUTORY REQUIREMENTS

WELCOME TO YOUR SELF-EVALUATION FORM

GUIDANCE ON COMPLETION

When to complete the form

- The SEF is a summative document, intended to record the outcomes of your ongoing process of rigorous self-evaluation.
- There is no fixed time in the year when it should be completed. It is usually best done to fit in with your normal cycle of review and planning. It is recommended that schools update their SEF at least annually.
- Section B contains statistical and other factual information. Some of this is pre-populated by Ofsted, as and when the information becomes available. You are advised to ensure that the factual information is up to date.

Purpose of the form

- The SEF is intended to record the outcomes of your self-evaluation. As such, it should be an accurate diagnostic document with all conclusions fully supported by the evidence. Keep Part A short and to the point. It should indicate key strengths and weaknesses and what needs to be tackled to effect improvement. Through the SEF, the school will want to point to evidence that substantiates its own judgements about the quality of its work. Inspectors will make considerable use of the SEF when discussing their arrangements for inspection. The impact of your self-evaluation in helping to bring about improvement will be a major factor in their judgements about the effectiveness of your leadership and management and your capacity to improve in the future.

How to fill the form in

- It is helpful if you check the factual information and complete Part B first and then Part C; the information can then be drawn upon to help complete Part A.
- Part A, the evaluative section, is laid out in sections that correspond to the headings of the evaluation schedule in the framework for the inspection of schools, although overall effectiveness is placed last in the SEF. Please complete the sections dealing with achievement and standards, and personal development and well-being first, since these outcomes will form the basis for your judgements in other sections.
- Reference is made in Part A to Ofsted's guidance for inspectors of schools, which should prove helpful to you when completing your SEF. The guidance is in two parts. *Conducting the inspection: guidance for inspectors of schools* indicates how aspects of the school might be explored by inspectors, and *Using the evaluation schedule: guidance for inspectors of schools*[1] contains advice on how to pitch judgements about the quality of provision and its outcomes.
- In addition, you can refer to the guidance on self-evaluation published by Ofsted and the Department for Education and Skills in March 2005 and June 2006[2]. These documents each contain a section giving detailed advice on completing some sections of the form. These documents are available on Ofsted's website.
- Each section of the SEF asks you to grade aspects of your work on a four-point scale, as follows:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Satisfactory

Grade 4: Inadequate

- It is most important that you complete this form rigorously and objectively. The grade descriptions in *Using the evaluation schedule: guidance for inspectors of schools* will assist you in reaching accurate judgements.
- When completing the text boxes in Part A you should summarise your main findings and illustrate these with the evidence which led to the judgements you have made. Bear in mind any prompts included with the main questions. It is not intended that you should provide large amounts of statistical data and descriptive detail. You should use evidence selectively to support the main judgements about your performance.
- If you have a special needs resource base, extended provision or other specific provision, please ensure that evidence about it is provided at suitable points within the SEF.
- Each section of the form has a 'Help' button, which you can use to help you fill in particular sections.
- Please complete this form electronically via the Ofsted website.

The term 'school' is used to cover all providers, including those that term themselves 'colleges' or use a similar designation. It also covers those providers that are not technically schools, such as children's centres and pupil

referral units.

[1] *Conducting the inspection: guidance for inspectors of schools*, Ofsted, September 2007, available on the Ofsted website <http://www.ofsted.gov.uk>

Using the evaluation schedule: guidance for inspectors of schools, Ofsted, September 2007, available on the Ofsted website <http://www.ofsted.gov.uk>

[2] *A new relationship with schools: improving performance through school self-evaluation*, Department for Education and Skills/Ofsted, March 2005, available on the Ofsted website www.ofsted.gov.uk

Improving performance through school self-evaluation and improvement planning, Department for Education and Skills/Ofsted June 2006, available on the Ofsted website www.ofsted.gov.uk

[3] *Using the evaluation schedule: guidance for inspectors of schools*, Ofsted, September 2007, available on the Ofsted website www.ofsted.gov.uk

1. Characteristics of your school

What are the main characteristics of your school?

Drawing on Part B and C of this form and other relevant data, write a brief description of its features.

(Please note that this is an opportunity for a brief written summary of the main characteristics of your school and it is not necessary to repeat tables of data.)

1a

Please outline the main characteristics of the learners, including:

- their attainment on entry and how you know this
- their social and economic backgrounds, indicating the level of prosperity or deprivation.

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Bacup & Rawtenstall Grammar School is a specialist Technology College situated in the Rossendale Valley in Lancashire. Ofsted (March 2007) told us that attainment is well above average and GCSE results in 2006 "showed good progress from students' prior attainment."

Attainment on entry is:

- Below the mean for grammar schools nationally.
- KS2 levels in Mathematics, English and science range from 4 to 5.
- 100% of girls and 99% of boys (2003) were at or above KS2 level 5 in Mathematics.
- 2006 CATS scores ranged from 104 to 138; mean score was 119; standard deviation = 8.
- FSM eligibility is 2.1%.
- No significant difference in the 11-18 gender balance [649 girls and 702 boys].
- The Rossendale Valley provides the majority of learners. Small pockets of deprivation still exist to the east of the school, though new housing developments are significantly raising the average level of prosperity and aspiration. Students from further afield are offered places on merit. These are higher ability students from postcodes in such towns as Rochdale and Burnley where levels of deprivation are more extreme than those found in Rossendale. The 6th form has a wider spread of ability, the minimum criterion for entry being the equivalent of 10 points at GCSE.
- There are no refugees and/or asylum seekers.
- 3 students are currently looked after.
- Currently no EAL.

Please summarise briefly your distinctive aims and describe any special features of your school. For example:

- whether your school is a specialist school, and if so: whether it has any high-performing specialist school (HPSS) options; your distinctive aims and how the school has strengthened its specialist areas and benefited from its specialist status; and the impact of any significant partnerships and community engagement related to the specialism(s)
- whether your school is a trust school, and if so: your distinctive aims; and any contributions trust status makes in driving up school improvement
- whether your school has a religious character
- any special units
- significant partnerships with other providers or agencies (such as shared arrangements for the curriculum, federal arrangements, or partnerships with employers)
- whether your school is an extended school and the rationale for the range of services you offer or make available through the school, in relation to the needs of pupils, their families and the community
- whether your school has other particular characteristics, including significant awards you have received, for example International Schools Award; Healthy Schools Award; Arts Mark Award
- whether your school is implementing the Sustainable Schools framework

Please enter text here

- BRGS is one of two specialist Technology Colleges in Rossendale. We are intending to change designation to become the area's first specialist Mathematics, Computing and Training School in September 2007.
- When BRGS became a specialist school in 1994, Technology status was the only one available. The natural end of the current specialism is the perfect opportunity to review this.
- We meet the DfES criteria to become a High Performing Specialist School. We wish to accompany this with Training School status as we are confident of our ability to be a centre of excellence providing high quality professional development for our staff, partner schools and the wider community.
- Re-designation will provide a more flexible, personalised curriculum, giving students the opportunity to study, for example, GCSE Additional Mathematics, GCSE statistics, Visual Basic for Applications in Microsoft, AS Mathematics and AS computing in KS4. At KS5 we will introduce AS ICT, AS statistics and AS Use of Mathematics, alongside the existing Mathematics, Further Mathematics and applied ICT. From 2009, we are scheduled to deliver the Level 3 ICT Special Diploma in collaboration with Hyndburn, Rossendale and Ribbles Valley.
- Through the development of our well-established adult classes and by furthering our links with UCLAN and Burnley College, this specialism would also address the local need for Mathematics and ICT skills. Our catchment contains several deprived wards in terms of educational and economic achievement, e.g. Irwell, Whitewell and Greenscough.
- We are a successful phase 4 Technology College providing first class community courses as evening classes and weekly non-accredited enrichment master classes in science, Mathematics, ICT and Technology for 28 gifted and talented Y5 students from 7 local primary schools. We provide weekly on-site support for the teaching of Mathematics, ICT, science and Technology at 6 local primary schools; have shared curriculum arrangements with Fearn Community Sports College for the delivery of KS5 applied ICT A-Level (formerly AVCE) and with Beech House, Rochdale for the delivery of GCSE D&T (Graphic Products). We also teach ICT skills to members of Kay Street Baptist Church at a drop-in centre every Tuesday and are collaborating with all other schools in Rossendale to develop the Virtual School Rossendale to deliver a teaching & learning infrastructure for pupils who cannot attend main school. We know we can continue to build on this with a stronger focus on Mathematics and computing.
- BRGS has supported the 2nd Rossendale Scouts, Waterfoot Primary School and Rossendale Hospice by creating websites for them.
- We are very proud of our work in supporting Initial Teacher Training. The school is now recognised by Manchester University as an 'Established Partnership School for Initial Teacher Education,' with the deputy headteacher responsible for PGCE students designated as a senior associate tutor. 18 staff mentors, 10 of whom are in the specialist subjects train approximately 10 PGCE students annually. Subject mentors and the senior co-ordinator regularly take part at the assessment centres at the university.

The school has developed beyond recognition through four phases of Technology College status and now seeks to expand the benefits of a re-designation to subject areas which would cater for a wide spectrum of training, community and partnership demand.

Achievements and standards derived from Technology College status:

- Continued high levels of attainment in Mathematics and science KS3 SATs (see tables of data)
- Big improvements in terms of both % A*-C pass rates and A*-B or A*+A rates at GCSE in all four specialist subjects since 1994 when the school was first designated and since 2003 when it entered phase 4. Almost all 2007 targets have been achieved (see tables)
- At KS5 almost all targets have been met; A2 level pass rates at grades A-E and A-B have risen in all subjects except D&T (Systems and Control) which has been removed from the curriculum. The total number of students has increased sharply in all four specialist subjects and has supported the whole school value added of +0.44 for 2006.
- D&T (Graphics); ICT (AVCE) which has now been replaced by applied ICT, Further Mathematics and applied science have been successfully introduced at KS5 to meet the requests of students during phase 4 of specialist status. Applied ICT and

applied science were examined at A2 level for the first time in 2007.

- The specialist subjects have contributed to whole-school improvement as outlined in tables below, from 91% A*-C in 1994 to 100% in 2007.

GCSE	1994	2003	2006	2007	2007 Target
% 5+ A*-C	91	100	100	100	100
% 5+ A*-G	100	100	100	100	100
Mean point score	51.4	67.2	70.5 529.1		

KS3 SAT results (%):

Level	1995	2003	2006	2007	2007 Target
Maths 5+	97	100	100	100	100
6+	93	100	100	100	100
Science 5+	97	100	100	100	100
6+	86	99	96	100	100

KS4 GCSE results (%):

	1994	2003	2006	2007	2007 Target
D&T A*-C	78	93	98	92	92
A*-B	56	51	83	79	82
A*-G	100	100	100	97	100
ICT A*-C	56	95	95	83	86
A*-G	100	100	100	99	100
Maths A*-C	94	100	100	100	99
A*-B	53	97	95	96	86
A*-G	100	100	100	100	100
Science A*-C	82	99	99	100	99
A*-B	35	63	92	87	60
A*-G	100	100	100	100	100

KS5 D&T A2 results (%):

	1994	2003	2006	2007	2007 Target
D&T A-E	-	100	100	100	100
(Food) A-B	-	67	82	100	85
D&T A-E	-	-	100	100	100
(Graphics) A-B	-	-	33	14	40
D&T A-E	80	78	50	100	100
(Systems) A-B	30	0	0	60	40

KS5 ICT A2 results (%):

	1994	2003	2006	2007	2007 Target
Computing A-E	-	100	100	100	100
A-B	-	40	38	46	45

ICT A-E	-	-	100	60	100
(AVCE) A-b	-	-	0	0	20

KS5 Maths A2 results (%):

	1994	2003	2006	2007	2007 Target
Maths A-E	83	100	100	98	100
A-b	30	57	65	70	70
Further A-E	-	-	100	100	100
Maths A-B	-	-	86	100	90

KS5 Science A2 results (%):

	1994	2003	2006	2007	2007 Target
Biology A-E		88	92	100	100
A-B		29	61	66	65
				2007	2007 Target
Chemistry A-E	94	100	100	100	100
A-B	39	52	52	74	65
Physics A-E	84	97	97	100	100
A-B	26	36	36	74	70

Uptake at A2 level (numbers of exam entries):

				2006 AS-A2	2006 AS-A2
	1994	2003	2006	Retention %	Target %
D&T (Food)	-	6	11	100	75
D&T (Graphics)	-	-	6	60	75
D&T (Systems)	10	9	4	40	75
TOTAL D&T	10	15	21		
Computing	-	15	13	50	55
ICT (AVCE)	-	-	6	60	75
TOTAL ICT	-	15	19		
Maths	40	37	59	81	55
Further Maths	-	-	7	70	75
TOTAL MATHS	40	37	66		
Biology	23	51	66	70	70
Chemistry	18	33	58	71	58
Physics	19	33	33	73	70
TOTAL SCIENCE	60	117	157		

Summary of Specialist School achievements during phase 4:

- KS3 SATs, 1995 97% at level 5+ in Maths and in 2007 100% at level 6+ in Maths.
- KS3 SATs 1995 97% at level 5+ Science and in 2007 100% at level 5+ Science.
- KS4 GCSE 1994 78% grades A* - C in D& T and in 2007 92% grades A*-C in D&T.
- KS4 GCSE 1994 56% grades A*-C in ICT and in 2007 83.3% grades A*-C in ICT.
- KS4 GCSE 1994 94% grades A*-C in Maths and in 2007 100% grades A*-C, 96% grades A*-B and 60% A*-A.
- KS4 GCSE 1994 82% grades A*-C in Science and in 2007 100% grades A*-C.
- KS5 A2 Food Technology improvement from 67% A-B grades to 100% in 2007.
- KS5 A2 Maths 1994 84% A-E and now 100% and 70% grades A-B in 2007.
- KS5 A2 Biology increased from 22% grades A-B in 1994 to 66% grades A-B in 2007.

- KS5 A2 Chemistry increased from 39% grades A-B in 1994 to 74% grades A-B in 2007.
- KS5 A2 Physics increased from 26% grades A-B in 1994 to 74% grades A-B in 2007.

Other special features of the school:

Additional community services and extended provision:

- Healthy School Award 2007
- School open from 7am - 6pm to deliver the core extended schools offer
- Evening classes in re-sit GCSE Mathematics, AS level accountancy, basic ICT skills (Word / Excel) and basic web design, Spanish, French, genealogy and art.
- Peripatetic music lessons for all Y7 and 8 students.
- AS and A2 lunchtime support lessons.
- G&T provision: full GCSE in ICT for year 9. Half GCSE in citizenship and AS critical thinking for years 10 and 11. Additional Mathematics for year 11.
- Over 60 extra-curricular clubs, ranging from musical ensembles to cheerleading and orienteering. We are proud of our varied menu of activities, both to support academic development and for special interests.

The school has no particular religious nature, attached special units or childcare provision. We plan to forge a partnership with the NCM (National Child minding Association) as part of our Work-Life balance development plan. (See SDP page 27).

Other Partnerships:

- Strong liaison with 60 feeder primary schools on an annual basis.
- Partner in the Rossendale School sports co-ordinator programme in collaboration with 5 other secondary and 5 primary schools. Benefits have extended so far to 66 secondary school students (developing skills in skiing, judo and dance for example), and 100 from primary schools.
- Collaboration with all Rossendale and Hyndburn secondary schools has led to the receipt of gateway approval for business, finance and administration (Level 3) for 2010 and creative and media studies (levels 1, 2 and 3) as part of the 14-19 agenda.
- National Partnership Development School.

The school celebrates:

- Healthy Schools Award 2007
- Eco-Schools Award 2007
- Excellent academic results across a broad range of subjects at GCSE, AS and A2 level.
- Over 240 students participate annually in the Duke of Edinburgh's award scheme making us the largest centre in NW England.
- Netball competing at national level and recognised internationally with girls in KS4 and KS5 having recently secured a place in the Guinness Book of Records for the longest ever competitive netball match at 55 hours and 20 minutes
- Over 40 students participate in orienteering at national level.
- Over 60 extra-curricular activities on offer at lunchtimes and after school involving over 500 students as revealed in a detailed audit in May 2007.

Local and national initiatives that impact on the work of BRGS:

- Technology college status.
- 14-19 curriculum provision.
- School sports co-ordinator partnership
- Plans underway to apply for the International School Award (see SDP page 15)

Innovative curriculum developments:

- BRGS - The Northern Centre of Excellence in critical thinking following the introduction of AS and A2 critical thinking supported by a BRGS generated and nationally available web site now recommended by OCR.

Awards in recognition of our work:

- The Good Schools Guide has made awards in the following subject areas: critical thinking (A level boys), English language (A level boys), English Language and Literature (AS level girls), geography, (A level boys), media studies, (AS level boys) and psychology, (AS and A level boys and girls).
- One student was placed in the top ten nationally for GCSE results in resistant materials (2007)
- Recognition by the Duke of Edinburgh's award scheme.

Please outline specific contextual or other issues that act as aids or barriers to raising performance. For example:

- any difficulties in recruiting and retaining staff or governors, for example in science and maths
- recent or impending reorganisation
- mobility of learners and any significant impact on behaviour
- particularly important facts in your recent history, such as change of leadership.

Please enter text here

- Year 7-11 mobility is stable and well below the national average. 6th form retention is stable at 99%.
- Annual staff turnover is low at 8%. Recruitment and retention are not problematic.
- The governing body is stable and complete and contains a range of professional expertise.
- Appointment of new head teacher w.e.f. April 1st, 2005. The growth in the impact of specialist school status is so significant that the appointment of one assistant head teacher w.e.f. September 1st, 2006 (responsible for curriculum) and another in April 2007 (responsible for specialist schools), to replace a deputy head teacher who has recently retired, was deemed vital. This restructuring is part of the drive to strengthen the specialism and the school as a centre of excellence.
- The school is subject to the usual continual threats to a grammar school.

Significant, relevant events in the school's recent past are:

- A succession of significant building developments: the Newchurch Wing, the Sports Hall, refurbishment of the gymnasium as a sixth form centre.

Aids to raising performance include:

- Interactive Technology used extensively in all classrooms.
- The consistent excellence of the specialist subjects and the broadening of the curriculum to increase provision, particularly in Mathematics and ICT. We will build upon the strengths of these two departments. The ICT department will use Moodle to track coursework and to give parents access to student performance. Staff will undertake Inset for diploma training and will follow training for designation as ASTs, Lead Practitioners and the NCSL Leading from the Middle programme. The mathematics staff will introduce GCSE statistics with an intended A-B pass rate of 30% together with AS statistics and AS accounting. Ultimately, it is intended to deliver a 100% pass rate in all mathematical KS5 subjects with an A-B rate and A2 retention rate of 75%.
- Continued expansion of the sixth form to 530 in 2006-07 and stabilising at 550 in 2007-08.
- The recent appointment of an external Assistant Headteacher in teaching & learning (and ex AST and SSAT lead practitioner) to ensure that good practice is spread across the curriculum and to develop CPD related to the specialism (see SDP page 26). This initiative is to be extended to staff currently working in the ICT department.
- The growth in the teaching & learning group that now has an average attendance of 25 staff at each voluntary session.
- A staff working party with 15 members has reported on monitoring and evaluation. This has led to a new performance management system to improve classroom practice. The process has been embedded in the TLR structure so that promoted post holders take responsibility for all delegated elements of the current process. Training has been delivered in our early Inset days and will be continued as outlined in the SDP.
- 2 key members of staff are currently following the NCSL leadership pathways course; one deputy head has NPQH (fast track) and Ofsted section 10 accreditation; one assistant head has NPQH; four heads of department have LfTM accreditation; one deputy head has senior associate status for Manchester University ITT and the development officer is undertaking NPQH training.
- Sophisticated data tracking of all students from KS2 to KS5 measures achievement against prior attainment and target grades based on median CAT scores, KS3 and KS4 results.
- PARS registration has improved pastoral monitoring and lesson attendance at KS5 and has been extended in 2007 to years 10 and 11.
- ICT network management has been out-sourced to Zentek.

Please outline briefly the main priorities in your improvement/development plan, and how they reflect the context in which you work.

Please enter text here

The new School Development Plan for 2007-2010 has the following aims:

1. To sustain and raise attainment by ensuring that:

- 100% of students achieve 5 or more A*-C GCSE equivalent including English and Mathematics.
- Average GCSE point score of 530.
- To achieve 100% Level 5 or above in KS3 national curriculum tests.

2. To promote Mathematics and ICT across the whole curriculum and in the community.

3. To personalise learning for all our students.

4. To build new facilities and to remodel/invest in the existing fabric of the building to ensure that the school is fit for purpose in the 21st century.

5. To ensure that the student voice is heard and that students are independent, confident learners.

6. To respond to Ofsted recommendations and to progress from being a good school with many outstanding features to be an outstanding school.

7. To continue to embed the Every Child Matters agenda.

The school development plan has 10 key areas based on David Hargreaves' 9 learning gateways. Each area is headed by one or two members of the senior management team with a link governor. They have responsibility for feeding back progress in their particular area to the rest of the team and the governors. The head teacher ensures that all areas of the plan are monitored regularly in order to result in deep learning.

All targets specific to individual specialist subjects were achieved during phase 4 of Technology College status. The business case that outlines the proposed change of specialism from technology to Maths and computing details the impact that the Technology specialism has had since first designation 13 years ago. For example:

In D&T there has been extensive integration of ICT and cad/cam into schemes of work together with wide ranging and frequent company links. These include: Holland's Pies, Warburton's bakery, Farmhouse Biscuits, Slattery's, Leagram Organic Dairy, Animal Aid, Fairtrade, Vegetarian Society, The Environmental Health Department, Manchester Metropolitan University, Rotary International and BAE systems. These links have ensured that students in all year groups gain hands on experience of the world of technology; be involved in national design competitions and meet technologists from many fields.

In ICT all students sit half GCSE ICT at the end of Year 9 and 53 out of 150 have opted to continue the full course to KS4 in 2006-07. Similar numbers are starting the course this year. Post-16 numbers have continued to grow with 12 students currently studying IT in Y12 and 5 following the course in Y13. In computing, numbers have grown from 9 boys and 2 girls in Y13 to 14 boys and 2 girls in the subsequent Y12.

Mathematics has led significant curriculum developments with numbers growing in Further Mathematics from 4 students in 2002-03 to 14 in 2006-07. In 2002-03 AS/ A2 Mathematics, there were 89 students in Y12 and 13, compared to 117 in 2006-07. Numbers in GCSE Additional Mathematics have increased with 25% of the year group following this course at present.

Science has delivered booster classes for KS3 students preparing for SATs. In 2007, the percentage gaining level 7 has risen by 20% to 86%. Year 10 now studies separate science GCSEs. Applied science was introduced at KS5 for lower ability students in 2005-06 with 6 students now in Year 13 and 7 in Year 12. Human biology was introduced at the request of students in September 2006, with 52 students now following this course.

All phase 4 enrichment targets have been met. The school has gained the Eco-Schools award, and specialist school status funds science, Technology and homework clubs, as well as many initiatives such as the Y6 Maths challenge (approximately 60 students attend annually) and the STEP Maths days to help prepare students for Oxbridge. (See SDP page 36 for details). Over 300 students across the key stages attend clubs or take part in events associated with the specialist subjects annually.

The main priorities for the School Development Plan are:

- To apply for a change in specialist school status to Mathematics and computing with a second specialism as a training school.
- To make teaching and learning more effective, given our selective 11-16 intake and to improve staff development through training school status.
- To increase standardised monitoring and evaluation procedures within school and to fully implement an effective performance management system in line with new guidelines. This is now underway and has been included in the TLR remit of relevant staff.
- To increase the range of active engagement techniques via targeted use of assessment for learning strategies and by using new technologies to improve classroom practice.
- To build on success in working with the local community, and extend provision through the specialist subjects by offering extended school opportunities in mathematics and ICT to stakeholders and members of the local community.
- To give students a greater voice in specialist school developments at BRGS as well as towards their own learning.
- To use data strategically to raise standards and achievement of all students. To develop whole school mentoring systems in line with the improved data systems.
- To develop the skills of all staff through coaching, NCSL and SSAT programmes, targeted INSET and training school

status.

- To remodel sixth form accommodation.
- To improve independent learning resources.
- To build a performing arts block.
- To evaluate the pupil conduct audit system and the Healthy Schools requirements following implementation last year.

2. Views of learners, parents/carers, community and other stakeholders

What are the views of learners, parents/carers and other stakeholders, including hard to reach groups, and how do you know?

2a

How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services; how often do you do this, and how do you ensure the impartiality of the information?

Please enter text here

The school has adopted the principles that underpin the "Every Child Matters" agenda. Our students' voice is composed of the views of learners which are gathered and represented by a bi-annual pupil survey and form representatives meeting as a year council. This is represented on the school council. A sixth form student development group meets weekly. We take the opinions and views of sixth form students very seriously. Each tutor group has its own elected sixth form committee representatives; each year group has its own committee which in turn elects its own officers. The director of sixth form has a weekly meeting with the sixth form council. This body comprises the head boy and girl, their two deputies, their two assistants and the officers of the Y13 sixth form committee and the chair of the charities committee.

In addition, the director of sixth form's door is always open (as are those of each head of year and assistant head of year) and students are actively encouraged to call in at any time to discuss any matter, whether personal or corporate. New students are invited to lunchtime buffet welcome meetings held between October and December where their views are specifically sought.

In May each year, a student self-evaluation survey is carried out in assembly time to provide a more statistical base for obtaining student views. The Ofsted student questionnaire is used and subsequently analysed and discussed. As outlined in the SDP we intend to embed this further by developing a Student Review Group who will work closely with volunteer staff to develop good practice in teaching and learning,

Views of parents are gathered by a bi-annual parent survey followed by a development and discussion evening. The views of all other stakeholders are gathered by liaison through the community and business links element of our specialist school programme.

Information gathered from individuals and all parents is displayed impartially on the school website.

2b

What do the views of learners, parents/carers and other stakeholders, including your hard to reach groups, for example young carers, tell you about:

- learners' standards and progress
- learners' personal development and well-being
- the quality of your provision, (curriculum; teaching and learning; and care, guidance and support)
- parents'/carers' views of the transition arrangements for pupils joining the school in Year 7 and later.

Please enter text here

Strengths identified in standards by learners, parents/carers and stakeholders are:

- An excellent reputation in the community with an emphasis on traditional values and standards in a school community that has the highest of expectations.
- Sound order and discipline with excellent academic standards.
- A purposeful atmosphere where students genuinely engage in learning and regular homework.
- An ethos of equal opportunity and individual worth.
- Regular reports about events and achievements in the local press.

Concerns:

- Overcrowding of corridor space at lesson changeover times.
- Poor wet weather behaviour during afternoon break.
- Support lessons timetabled in the lunch hour.
- Overcrowded dining room.
- Limited access to physical exercise during the school day.
- Large amounts of litter strewn around the school site at lunchtime.
- Some of the facilities and accommodation are barely fit for purpose. The site is restricted and many classrooms are too small. Discussions are underway to consider the future development opportunities on the site and the way forward with investment from 'Building Schools for the Future'.

We addressed these concerns with action starting on September 1st, 2007. The school day has been rescheduled to remove the afternoon break, reduce lesson changeover movement, extend the lunch hour and introduce two sittings in the dining room.

Strengths identified in personal development and well being by learners, parents/carers and stakeholders are:

- Sympathetic and supportive teachers work in a safe and well-ordered environment.
- Student concerns are dealt with promptly and sensitively.
- Parents feel welcome whenever they visit the school.
- Year 6 students are invited to attend activity days at the new school.
- An entitlement to at least one residential experience during a child's schooling.
- Contact with the school is prompt and effective.

- Pre and post-school homework and study facilities.
- The encouragement to eat healthily and follow a healthy lifestyle.
- The provision of secure storage facilities for students' belongings.
- Sound advice and support with careers information.

There is a high degree of consistency in the views of stakeholders and a high degree of correlation between the views of the school and stakeholders.

2c

How do you share with parents/carers and other stakeholders the collated findings about their views?

Please enter text here

Views are reported back to parents/ carers and other stakeholders by a detailed letter containing analysis of the parental survey and all responses are placed on the school website. Representative bodies of parents/carers make up the parental discussion and development group and Parent Teachers Association. Our regular letter home, Blueprint, is supported by a very informative website. We will extend this provision to include Specialist School newsletters during the next phase. (See SDP page 41)

2d

Give an evaluation of areas where you have successfully involved learners, parents/carers and stakeholders in improving provision

- include the ways you have used the views of stakeholders, including pupils, to influence the priorities noted in section 1d (please cross-refer to any relevant comments in the leadership and management section)
- include ways in which you have sought to involve and engage with parents/carers, in supporting improved outcomes for their children
- how do key stakeholders from partner schools and the wider community contribute to the review and development of your specialism(s) and/or other partnership activities?

Please enter text here

Action in response to stakeholder views in box 2b has been to:

- Meet the Healthy Schools Standard.
- Build a new 6th form centre and commission a performing arts block.
- Consult parents to establish opinion on developments.
- Focus attention on the standard of school uniform and dress code.
- Visit lessons on a drop in basis during most teaching hours.
- Confine all hot food consumption to the dining room.

Evidence of the impact of these actions is:

- Increased sporting activity within the new sports hall.
- Consumption of healthier snacks and drinks in vending machines with access to free water.
- Establishment of a computerised monitoring system to track sanctions and rewards.
- Improved student appearance and demeanour and a tangible improvement in ethos.
- Reduced litter on the school site with substantial financial savings.

3. Achievement and standards

How well do learners achieve?

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please make clear the main evidence, such as performance data, assessments and records of learners' progress, on which your evaluation is based (but please use data selectively, avoiding the copying out of tables of descriptive information). If the school's own interpretation of standards and achievement is not reflected in published data, then this needs to be carefully explained.

3a

How well do learners achieve, and how high are their standards? For example:

- test and examination results; whether learners reach challenging targets
- the standards of learners' current work (noting any significant differences between past results and current work)
- learners' progress including comparisons with the progress of similar pupils in other schools. Note any significant differences in the progress of groups of learners, including any groups that are achieving particularly well or are underachieving (for example, pupils with learning difficulties and disabilities, looked after children, particular minority ethnic groups, including Gypsy, Roma and Traveller learners, those who join the school other than at the normal date of admission, and those who are socially or economically disadvantaged) and the extent of the school's success in closing any gaps in attainment
- the extent to which information and communication technology (ICT) capability and other key skills enable learners to improve the quality of their work and make progress
- the extent to which specialist subject attainment targets have been met
- the impact of specialist status in raising standards in the specialism, standards more generally across the school and in partner schools
- the extent to which any extended services contribute to better achievement and higher standards.

Please enter text here

The RAISEonline Full Report 2006 gives the following evidence:

Summary

The KS3 CVA score for the whole school has fallen by 0.5 and is now significantly negative. The school's percentile rank position has changed from 75 to 87.

KS3 English has shown an improvement in CVA score from 98.5 to 99.4 though this is still significantly negative. The percentile rank has improved from 91 to 69.

KS3 mathematics has fallen from 100.7 to 99.9 though this is not significant in itself. The percentile rank position has changed from 27 to 55.

KS3 science has fallen significantly from 100.3 to 98.6 and has changed percentile rank position from 51 to 94.

Relative attainment at KS3 is significantly positive for the whole school at 9.1. This score has been boosted by mathematics (11.4) and supported by English (8.1) and science (8.0). All scores are significantly positive.

Analysis of student groups shows that there is no significant difference between the CVA KS3 performance of boys (98.9) and girls (99.2).

Achievement and attainment for all subjects shows added value increasing from 101.4 to 101.6. This represents the 3rd consecutive year of significantly positive scores placing the school on the 7th percentile.

Contextual Value Added KS3 to 4.

The CVA school score is no longer significantly negative having risen to 1001.6 improving the school's percentile position from 84 to 47.

English has risen from 996.8 to 997.7 but is still significantly negative. The percentile rank position has improved from 95 to 91.

Mathematics has risen from 999.2 to 999.7 and the percentile position has improved from 68 to 61.

Relative attainment at KS4 is significantly positive for the whole school at 117.6.

English has fallen from 10.2 to 9.7 but is still significantly positive.

Mathematics has fallen from 14.1 to 13.9 but is also still significantly positive.

Analysis of student groups shows that there is no significant difference between the CVA KS4 performance of boys (1001.0) and girls (1002.0).

Contextual value added KS3 to 4: overall, predicted versus actual for pupils in 2006 shows a very good correlation between the two parameters with the majority of students falling within the 25th and 75th percentile lines. There is a much better correlation than that seen between KS2 and KS4.

Attainment, Average Points Score at KS3 shows a significant improvement of the school score increasing significantly from 43.5 to 44.4. This has been supported by a significant rise in English from 40 to 41.9 and also in mathematics from 47.1 to 48.7. Science has fallen from 43.3 to 42.50 though the score itself is still significantly positive.

The average capped total points score has risen significantly in 2006 from 401.8 to 410.8 and this trend is mirrored by the average total points score for KS4 which has risen significantly from 511.8 to 530.3.

The average points score for English has fallen from 48.4 to 48.0 but the total score is still significantly positive

The average point score for mathematics has risen from 50.2 to 50.3 and is significantly positive.

- Added value for the school averaged +0.44 grades for GCSE in 2006.

Trends:

- Average pupils' point scores have risen fairly continuously for the last 15 years at GCSE.

2006 strengths:

- Mathematics has improved at KS3 in line with national trends. English and science declined in 2005 but have recovered in 2006.
- At KS4, 2006 CVA showed + RPI's for boys in science, French, geography, history, mathematics and RE and +RPI for girls in: science, French, history and mathematics.

2006 concerns:

- Boys -RPI in design and technology, English, English Literature, German and PE.
- Girls -RPI in design and technology, English, English Literature and German though targets have almost always been met or exceeded.
- Data from the 2005 PANDA report shows very detailed though largely insignificant variation in progress by gender. Numbers for ethnicity are not statistically significant.
- Limited boys' underachievement is concentrated in the white British ethnic group.
- The 2005 PANDA report with CVA shows that most underachievement occurs amongst girls who are at level 4+ at KS2.
- Very small numbers of students have special educational needs making statistical analysis impossible. This is confirmed by the 2005 PANDA report.
- Current standards and progress are matched well to test and examination results.

Raising standards

Mathematics has raised standards at all key stage levels. KS3 and 4 data shows improving results. Post-16 data shows improved results, retention rates and larger numbers taking the subjects and cashing in a wider range of AS and A level qualifications. Mathematics is raising standards both in the quantifiable sense and in terms of providing access to a greater range of mathematical activities which embrace whole year groups on a short term residential basis. Computing is taught as a GCSE short course to all of year 9 and is a GCSE full course option for about 50 students. Two post -16 courses are available. ICT is embedded throughout all teaching and learning in the school. Standards within both these curriculum areas are good.

Trends for each subject are in line with national averages for similar schools and above for all schools. Phase 4 specialist school results and targets are shown in the table below:

	D&T	Science	Mathematics	ICT
2007				
% A*-C Target	92	99	99	86
% A*-C Actual	92	100	100	83
% A*- B Target	82	60	86	
% A*- B Actual	79	87	96	
% A*-G Target	100	100	100	100
% A*-G Actual	97	100	100	99
2006				
% A*-C Target	92	99	99	82
% A*-C Actual	98	99	100	97
% A*- B Target	82	60	85	69
% A*- B Actual	83	92	95	88
% A*-G Target	100	100	100	100
% A*-G Actual	100	100	100	100
2005				
% A*-C Target	92	98	98	78
% A*-C Actual	93	97	100	84
% A*- B Target	82	59	84	

% A*- B Actual	81	84	97	
% A*-G Target	100	100	100	100
% A*-G Actual	99	100	100	100
2004				
% A*-C Target	91	98	98	74
% A*-C Actual	94	98	99	76
% A*- B Target	81	59	83	
% A*- B Actual	83	78	91	
% A*-G Target	100	100	100	100
% A*-G Actual	99	100	99	100

The specialist school community plan is focusing on providing shared training facilities for neighbouring schools. Subject areas will contribute to the training activities and share good practice. (See SDP page 37)

3b

Where relevant, how well do learners achieve in the sixth form? For example:

- the standards of learners' current work in relation to their learning goals
- learners' progress relative to their prior attainment at GCSE and any significant variations between groups of learners (utilising value added measures including 'New Measures of Success')
- the extent to which specialist subject attainment targets for the sixth form have been met
- rates for the completion of courses.

Please enter text here

Entry standards:

- Our 6th form has a comprehensive intake requiring a minimum of ten points at GCSE with grade B required for Mathematics, science and modern foreign languages.

Performance data:

The Good Schools Guide has made awards in the following subject areas: critical thinking (A level boys), English language (A level boys), English Language and Literature (AS level girls), geography, (A level boys), media studies, (AS level boys) and psychology, (AS and A level boys and girls).

- The school has consistently exceeded targets and both examination results and added value are rising in excess of national trends.

In 2006, there was no significant added value gender difference [girls +0.3 and boys +0.58]. The ethnic minority cohort is too small for valid statistical analysis. Experience rather than statistical analysis has suggested that under-performance is more prevalent amongst white working class boys.

Students with special educational needs perform well because they are strongly supported by teaching staff and the pastoral system. Current standards and progress are matched well to test and examination results. Retention rates from the start of the academic year to the end are high at both levels: AS = 90% and A2 = 98%.

In 2006, the school had 411 GCE AS entries. 97.8% were A-E, 18% above the national average with a 95% CI of +/- 1.4 which is significantly positive.

At GCE AS level, 17 subjects: art and design, biology, business studies, chemistry, computing, critical thinking, English, English Language, English Literature, general studies, geography, history, Maths, media studies, physics, psychology and sociology produced more entries graded A-E than the national average.

9 subjects produced significantly more entries graded A-E than the national average at AS level. They were biology, chemistry, computing, critical thinking, general studies, history, Maths, physics and psychology.

991 GCE A level entries generated an A-E pass rate of 99.8% against a national average of 98.5%. This is 1.3% above the national average with a 95% CI of 0.3 and is significantly positive.

At GCE A level, 25 subjects: art and design, biology, business studies, chemistry, computing, critical thinking, D&T food, D&T product design, drama and theatre studies, economics, English, English Language, English Literature, French, general studies, geography, Maths, further Maths, media studies, physics, psychology, RE, sociology, Spanish and PE produced more entries graded A-E than the national average.

2 subjects produced significantly more entries graded A-E than the national average at A level. They were General Studies and Psychology.

There were 4 entries for the 3 unit VCE AS with an A-E pass rate of 100% against a national average of 79.6%.

There were 6 entries for the 6 unit VCE A level with a 100% pass rate against a national average of 95.6.

Average points score per entry at GCE AS level was 95.6 against a national average of 78. This is 17.6 above the national average with a 95% CI of 2.2 and is significantly positive.

APS per entry at GCE A level was 223.5 against a national average of 215.3. This is 8.2 above the national average with a 95% CI of 2.5 and is significantly positive.

At GCE AS level, 17 subjects: art and design, biology, business studies, chemistry, computing, critical thinking, English, English Language, English Literature, general studies, history, Maths, media studies, physics, psychology, RE and sociology produced APS scores greater than the national average.

Significantly positive APS at AS level was achieved by 13 subjects. They were art and design, biology, chemistry, computing, critical thinking, English, English Language, history, Maths, media studies, physics, psychology and sociology.

At GCE A level, 23 subjects: art and design, biology, business studies, chemistry, computing, critical thinking, D&T food, economics, English Language English Literature, French, general studies, geography, history, Maths, further Maths, media studies, physics, psychology, RE, sociology, Spanish and PE produced APS scores greater than the national average.

Gender data shows AS level boys scoring 94.9 APS per entry against a national average of 74. This is 20.9 above the national average with a 95% CI of 3.1 and is significantly positive. AS level girls scored 96.2 APS per entry against a national average of 81.6. This is 14.6 above the national average with a 95% CI of 3.2 and is significantly positive.

At AS level, the aggregated VA score (QCA points) for the whole school is

-3.1 with a CI of 5.6. Subject values range from +4 to -13.9. Five subjects have positive values and 15 out of the 20 are not significantly below the target value.

At A level, the aggregated VA score (QCA points) for the whole school is

+0.7 with a CI of 7.6. Subject values range from +14 to -21.7. Sixteen subjects have positive values and only 2 of the 26 are significantly below the target value.

The school's own analysis ranks 32 A level subjects with added value ranging from +1.0 through a mean of +0.46 to -1.50. Only three subjects had added value below 0. Eighteen of these subjects have shown positive added value for the last three years since the school changed from the SIMS to the ALIS database. A further 7 have shown positive added value in two of the last three years. No department has had 3 consecutive negative added value scores in the last three years.

All trends over time exceed national averages. The A level pass rate has stabilised at 99.8%. The UCAS points score has risen from just over 150 in 1991 to 404.3 in 2006. This placed the school about 50th in The Guardian and Independent league tables for all state schools and sixth form colleges.

82.5% of the 2006 A level results were at or above students' target grades. Girls and boys performed almost equally. The figures were girls 82.6% and boys 83.5%. In terms of value added, boys did rather better than the girls with girls scoring + 0.38 and boys + 0.55. Girls did slightly worse than last year and boys did slightly better. These value added figures suggest that the difference between boys and girls is less pronounced at this school than in other institutions and that boys arrive with slightly lower, prior attainment. For the third year, the new entrants (111) to the sixth form did worse in terms of value added (+ 0.39) than those who were at the school previously (+0.60). New entrants to year 12 had 79.9% of their grades at or above target grade whilst ex-year 11 eleven BRGS students had 88.7%.

Twenty students were from ethnic minority groups. 88.4% of their results were at or above target.

In March 2007, Ofsted judged the standards and progress in the sixth form to be outstanding stating that "standards are very high and the school's analysis of performance shows that the learners make excellent progress".

Ofsted also states "the school's increasing success at attracting learners from a much wider geographical area has led to a steady increase in the number on role. Over this period of expansion, standards have continued to improve. Very effective evaluation of performance has led to an outstanding capacity to improve".

Maths and computing have both had a powerful impact on the overall school added value at A level. Computing has risen from +0.14 in 2004 to +0.92 in 2006. Maths has risen from +0.05 to +0.42. Biology has risen from -0.9 to +0.52; chemistry from +0.19 to +0.28 and physics from -0.23 to +1.0.

D&T (food) has risen from +0.33 to +0.82 whilst D&T (graphics) has fallen from -0.22 to -0.5. D&T (systems) has changed from -1.57 to -1.50 and is discontinued.

Preliminary analysis of our 2007 examination results indicates that standards achieved by the 2006 cohort have been almost exactly matched by the 2007 cohort. Some of the parameters used to assess the year groups have been exceeded by the most recent examination cohort. We are currently waiting for the outcome of post results enquiries which include one GCSE whole centre remark before we can finally confirm GCSE performance. Performance at AS and A2 shows no significant statistical difference from that achieved last year.

3c

On the basis of your evaluation, what are your key priorities for development?

Please enter text here

The same as for box 1e

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Learners' achievement in their work	Whole school	X			
	Sixth Form	X			
Learners' standards in their work	Whole school	X			
	Sixth Form	X			

4. Personal development and well-being

How good is the overall personal development and well-being of the learners?

To help you focus your comment and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools. Your answers here should focus on learners' outcomes; the school's contribution to these outcomes will be covered in section 5.

In answering the following questions, please make clear the main evidence on which your evaluation is based (for example: evidence of participation rates, evidence of learners' spiritual, moral, social and cultural development which runs as a theme across all of these areas (4a -4f), and data on the number of recorded bullying or racist incidents in school).

4a

To what extent do learners adopt healthy lifestyles? For example:

- whether learners take adequate physical exercise, and eat and drink healthily
- learners' understanding of how to live a healthy lifestyle (for example, through education about smoking, substance abuse and sexual health risks).

Please enter text here

All students have a minimum of one hour per week of physical education. All students have access to energetic and extra-curricular activity. The take-up rate is about 40%. The school is completing the four core areas for the Healthy Schools' programme. Students have a very intelligent understanding of the principles associated with drugs education, emotional health and well being which are delivered as a part of PHSE. Our partnerships to support learner's well being include the school nurse, E.P and a monthly PACT meeting. The pastoral system, partnerships and PSHE work continuously to reduce levels of bullying, harassments and discrimination.

4b

To what extent do learners feel safe and adopt safe practices? For example:

- whether learners feel safe from bullying, including religious, racial (including Gypsy, Roma and Travellers of Irish heritage), sexual and homophobic incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk
- the extent to which learners adopt safe and responsible practices in using new technologies, including the Internet.

Please enter text here

Learners are able to recognise risks and how to deal with them because the school adopts LA guidelines as a minimum basis for policies and procedures. Students adopt safe and responsible practices in using new technologies as these are introduced to all new entrants who sign a behaviour contract counter signed by parents. All ICT lessons are monitored using ranger software and students are made aware of its potential. Laboratory and workshop rules are taught in the first lesson each year and displayed and enforced. Child protection policies and procedures are in place. All staff and sixth-form mentors receive annual training. Behaviour is very good and movement around school is purposeful. Learners feel safe from bullying because the level is minimal and kept at a low level by constant monitoring by class and form teachers reporting back to the pastoral hierarchy. Students at risk or those aware of risk to others do approach staff on occasions secure in the knowledge that they can do so confidentially. The school response is immediate and energetic. Transition and induction arrangements for year 6 are excellent. All students are seen on three occasions before they start school followed by an evening where children and parents meet senior staff, form-tutors and form-prefects. Evaluation is done in the autumn term. A deputy head has specific responsibility for SEN and looked after children. Ofsted (2007) stated that "care guidance and support throughout the school are outstanding. The school provides a positive place for students to learn in which they feel valued as individuals, listened to and looked after"

How much do learners enjoy their education? For example:

- learners' attitudes and participation, including any significant variations for specific groups of pupils
- how the school's overall absence rate compares with other schools, including those in similar circumstances
- the number of pupils who are persistently absent

Please enter text here

Levels of attendance and punctuality are very high and stable. Post-16 PARS and EMA have led to a significant increase in attendance rates from their already high level. Post-sixteen retention rates range between 80 and 90%. GCSE, AS and A2 coursework generates the need to willingly take responsibility and show initiative for learning. Lesson observations show that responsibility is strong in Mathematics, sciences and ICT at all levels and by more able students across the entire curriculum. Inability to take responsibility is more prevalent at the lower end of the male white British ability range and is being addressed by additional use of support lessons and access to ICT facilities. Some very high levels of responsibility are shown by post-16 students who have fought their way through GCSEs in more challenging feeder school environments. Learners are given and able to take responsibility within school and are trusted as learning mentors and prefects. Staff and learners' relationships were judged to be excellent in the 2003 Ofsted Inspection. This has been maintained (Ofsted 2007) and is a noticeable feature of good and outstanding lessons. Post-16 self-evaluation suggests that "students mix well and show mutual respect and tolerance". The attitude of learners towards the learning environment is always very good where there is clear departmental ownership of resources and accommodation. Vulnerable learners are supported by PSPs, planned accessibility to buildings and curriculum, raised staff awareness, form-prefects and as learning mentors and buddies to the new Y 7s. Where behaviour is strong, there is a real desire to learn, students work hard and are supportive of each other. Weaknesses are manifested by lack of connection and continuity of learning and an inability to take responsibility for their own belongings. The school development plan is focusing training attention in these areas.

Homework completion rates do not always fully match school policy expectations but many subjects closely approach the required setting and marking of homework on a weekly basis. Very small numbers of learners show disaffection which is manifested by late or non-completion of work, low concentration levels and disconnection from the learning process. There are no obviously disaffected groups as determined by race, class or gender.

Disaffection is dealt with through meetings and discussion with the relevant students.

Learners do exhibit higher levels of self-esteem and confidence as they move through the school. Almost all students are involved in some form of extra-curricular activity and many students are involved in numerous ones. Students' learning is supported by the school website; reports, parents' evenings and individual meetings. Exclusions are low and monitored by ethnicity and gender. Internal exclusion is used as a 'short, sharp shock' Progress against behavioural IEP targets is good, particularly when parents are supportive.

Learners are aware of their role within a multicultural society and spiritual development is manifested by the large number of charity events organised by the students. Mutual respect is integral to the harmonious BRGS ethos and reinforced within the classroom context. Assemblies following weekly themes such as emotional health and well being are presented by a team of volunteers including student groups and outside speakers. Cultural development is fostered by a range of extra-curricular activities.

In 2007, the school day has been rescheduled to allow greater participation in extra curricular activities at lunch time. A recent survey of extracurricular activities showed that 500 students are involved on a regular basis in over 60 clubs. We intend using our specialist status to increase the engagement of students in activities that will be commensurate with Training School status.

How good is the behaviour of learners? For example:

- what proportion of lessons is significantly disrupted by poor behaviour?

Please enter text here

Learners develop their social and emotional skills by individual and team contributions to school life. Students with emotional difficulties are integrated through joint programmes run by both school and the Rossendale Virtual School.

Academic teaching supported by PSHE, extra-curricular opportunities and tutorial support to plan future career paths is used to develop learners' knowledge, skills and self-confidence and their growing understanding of their rights and responsibilities and those of others.

The school ethos is maintained on a daily basis to develop positive relationships and avoid anti-social behaviour. Rights and responsibilities are taught through the formal curriculum and reinforced through assemblies which allow learners to express their views and take part in communal activities both within and beyond the school.

4e

How well do learners make a positive contribution to the community? For example:

- learners' growing understanding of their rights and responsibilities, and of those of others
- how well learners express their views and take part in community activities both within and beyond the school
- if you are a specialist school, how this has helped learners' understanding of and contribution to the community

Please enter text here

Large numbers of students accept the many opportunities during the school year to become involved in community and communal activities. They show respect for the local environment and for members of the local community and are proactive in undertaking charity community work.

Students take part in community work through the Eco-schools group and regularly support the Rawtenstall Civic Pride organisation in activities such as river clean-ups, planting flower beds in local towns and recycling. We are keen to develop further our students' contributions to the specialist school plan and have detailed in the School Development Plan the ways we will increase their understanding of the community plan, e.g. The Specialist School Student Committee (see page 21 of SDP) and through the work at Kay Street Baptist Church that will involve 6th form students delivering ICT support to members of the local community. (See page 40 of SDP).

4f

How well do learners prepare for their future economic well-being? For example:

- through the development of literacy, numeracy, information and communication technology, financial and enterprise capability, economic and business understanding, and understanding of sustainable development
- learners' understanding of opportunities for further education and training, and career choices
- learners' acquisition of the social skills and other workplace skills, essential to their future economic well-being.

Please enter text here

Careers provision offered by Connexions is ineffective so the Cx service level agreement has been renegotiated in 2007 from 37 to 50 days and the services of a serving university admissions tutor have been recruited. Access funding has purchased careers advice and effective guidance is offered through tutorials. We will develop a careers database with a focus on the specialist subjects during the next phase. (See SDP pp24-25)

Applied A levels are having a clear, strong motivational effect on students who have joined these vocational courses which have high retention rates. Work experience is optional at the end of year 12 though no students have workplace learning. Students who are well motivated recognise the value of participation in extra-curricular activities to further their career aspirations. Literacy, numeracy and ICT are now very well embedded in daily learning. Opportunities for leadership and team working are offered within and outside the formal classroom setting. Independent learning skills are well developed in departments that attract the most able students and in those where there is a strong coursework ethic

4g

Where relevant, how good are learners' personal development and well being in the sixth form?

Please enter text here

There is only timetabled availability of PE for students taking AS - A2 PE. Sport and extra-curricular participation rates are very low, given the size of the 6th form but they have expanded since the new sports hall opened. Post-16 students are involved in initiatives designed to raise awareness of drugs, smoking and alcohol abuse. Students are generally very supportive of each other both in their learning and in their needs.

Vulnerable students have access to professional counselling. Transition and induction arrangements are excellent. Attendance, punctuality and recent initiatives and changes are documented in the PANDA report and box 4c.

Relationships between staff and learners, learners' support for each other, respect for the learning environment and all other parameters for this section are considered in box 4c.

4h

On the basis of your evaluation, what are your key priorities for development?

Please enter text here

The main improvement priorities are to develop closer links between pastoral work and academic achievement. They are related to the school's improvement priorities and reflect the emphasis that the TLR salary structure has placed upon the role of the pastoral teacher. They are manageable with a projected improvement timescale of one year.

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Learners' personal development and well-being	Whole school	X			
	Sixth form	X			

5. The quality of provision

Your evaluation of the quality of provision should take account of the impact of teaching, the curriculum and the school's care, guidance and support on the standards achieved and the personal development and well-being of learners.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the *Guidance for Inspectors of Schools*.

In answering the following questions, please make clear the main evidence, such as monitoring of teaching, on which your evaluation is based.

5a

How good is the quality of teaching and learning?

- how well teaching meets individuals' learning needs, encourages their progress and meets course requirements
- how well teaching promotes positive behaviour and learning
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the involvement of parents and carers in their children's learning and development
- in specialist schools, the impact that the quality of teaching in the school's specialist subjects has had on other subjects.

Please enter text here

Evidence about the quality of teaching and learning has been obtained from a one hour lesson observation of every teacher concentrating on standards, achievement, teaching and learning with a concluding overall judgment currently based on the Ofsted section 5 model. Judgements are accurate and were validated by the 2007 Ofsted inspection. A cohort of 56 observations showed that 7% were outstanding, 77% were good, 11% were satisfactory and 5% were inadequate. Standards in lessons have risen over the last two years and this is now reflected in rising KS3 performance in Mathematics and science. Appropriate engagement and challenges supported by carefully chosen resources are the norm in school and most lessons do this to a very good standard. Teaching and learning strategies are differentiated to accommodate the albeit reduced range of abilities present in the school. The major strength in teaching and learning is linked to the ability of specialist teachers to engage students so that they connect with the learning in an environment where good lesson behaviour is the norm.

Curriculum provision has been expanded by the introduction of additional Maths in year 10 and by increased numbers of year 12 and 13 students taking further Maths to AS level. Computing is firmly established as a half GCSE in year nine and contributes to A level and applied A levels in the 6th form. Skills learned in year nine are widely transferred to the broader curriculum and the benefits are felt by all departments. GCSE results in year 9 have improved over the last three years. Mathematics and computing have enhanced learning and classroom practice by leading the use of interactive whiteboards as an everyday occurrence. Independent learning skills have been measurably improved through the development of work which is strongly individual and which does not rely on didactic classroom teaching.

Teaching within the specialist areas has impacted upon students by raising achievement at KS3 and GCSE in mathematics and computing. Students have improved attitudes and behaviour is purposeful, being driven by carefully planned teaching supported by well publicised improvements in results. It has also had a beneficial effect that has spread to other areas of the curriculum by virtue of the improved skills and confidence that students now have. Improved attitudes to learning have allowed teachers to give more attention to individuals and made them better able to meet the needs of all learners. The adoption of coursework in many curriculum subjects has been a catalyst for beneficial changes driven by the specialist subjects and has given students opportunities to develop independent study skills. The specialist subjects have taken a prominent role in whole school initiatives associated with teaching, learning, monitoring, evaluation and performance management. Outstanding classroom practice is found in Mathematics, ICT, history and psychology and some geography, MFL and RE lessons.

The major areas for development identified in teaching and learning are to introduce active engagement techniques whilst maintaining added value and addressing the underachievement of girls in particular who have KS2 level 4+ ability. We will introduce CC4G (Computer Club for Girls) and use the specialist subjects to drive initiatives in teaching and learning e.g. peer and self assessment. (See SDP page 13)

Supporting staff are widely used in science where the daily efficient learning of the faculty and the working relationship that the support staff have with teachers demonstrates very effective working relationships.

School policy requires formative assessments to be carried out every week. Homework enhances learning most effectively when it is linked to assessment deadlines. Lesson observations and discussion with departments in feedback and during performance management procedures indicates that there is a constant refocusing by teachers on learners' needs. Marking of end of topic assessments, end of term examinations and domestic examinations is completed thoroughly and rigorously to examination board standards. The data is then correlated onto a curriculum wide spread sheet which is made available to all staff. Marking is most diagnostic for examinations which are most important and is used on a weekly basis to inform lesson planning and to set interim targets for individual students in classroom settings.

Summative assessments of learners' work are linked to the target system which becomes increasingly sophisticated as students become older. Departments review and modify targets in line with these assessments. The limited needs for SEN are given quite emphatically when identified and are very effective. There are no EAL students in the school.

High achievers receive an appropriate degree of challenge in most lessons.

Students from different social and ethnic groups are well integrated into the school community. Parents/carers are helped to support learning through a succession of resources, reports and timetabled meetings. Support for learning is the norm in this selective school.

How well do the curriculum and other activities meet the range of needs and interests of learners? For example:

- the extent to which the curriculum or activities match learners' needs, aspirations and capabilities, building on prior attainment and previous experience
- how far the curriculum meets external requirements, for example DCSF benchmarks for languages at Key Stage 4, and is responsive to local circumstances
- the extent to which the provision enables and encourages learners to be healthy, contributes to learners' personal development and well-being, and promotes equality of opportunity and community cohesion
- the extent to which enrichment activities, including those enhanced by specialist subject/s and, where appropriate, extended services and out-of-classroom learning, contribute to learners' enjoyment and achievement
- the extent to which the community benefits from the school's specialist provision
- the provision of impartial careers advice and work-related learning for all pupils in Key Stage 4
- if your school is a specialist school, the extent to which Key Stage 4 and post-16 courses have been broadened, and the extent to which specialist subject participation targets have been met
- the extent to which learners have opportunities to develop creativity, key skills, enterprise capability, economic and business understanding, and financial capability, and have access to work-related learning in Key Stage 4
- the extent to which any extended services contribute to improving learners' personal development and well-being.

Please enter text here

Evidence about the quality of teaching and learning has been obtained from a one hour lesson observation of every teacher concentrating on standards, achievement, teaching and learning with a concluding overall judgment currently based on the Ofsted section 5 model. Judgements are accurate and were validated by the 2007 Ofsted inspection. A cohort of 56 observations showed that 7% were outstanding, 77% were good, 11% were satisfactory and 5% were inadequate. Standards in lessons have risen over the last two years and this is now reflected in rising KS3 performance in Mathematics and science. Appropriate engagement and challenges supported by carefully chosen resources are the norm in school and most lessons do this to a very good standard. Teaching and learning strategies are differentiated to accommodate the albeit reduced range of abilities present in the school. The major strength in teaching and learning is linked to the ability of specialist teachers to engage students so that they connect with the learning in an environment where good lesson behaviour is the norm.

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How well are learners guided and supported? For example:

- the quality and accessibility of care (including integrated day care), advice, guidance and support to safeguard learners' welfare, promote their personal development and help them achieve well
- the extent to which the school and any additional services contribute to the learners' capacity to be healthy, including vulnerable groups, such as looked after children
- the quality and accessibility of impartial information and guidance to learners in choosing courses and programmes and, where applicable, career progression
- the effectiveness of any exclusion provision used by the school to support and reintegrate learners back into mainstream lessons
- the effectiveness of steps taken to reduce absence, including persistent absence, and raising the proportion of pupils with high levels of attendance
- action taken to promote equality of opportunity, to ensure that all learners achieve good outcomes
- the extent to which the school supports learners in raising their individual standards through marking, assessment and personal targets.

Please enter text here

Child protection arrangements are in place, supported by appropriate training.

Teaching and non-teaching staff are appraised of arrangements annually. The school has a comprehensive range of strategies for supporting the personal and academic development of these learners and links with other relevant organisations are in place. Guidance for learners to support their personal development produces, on the whole, confident, self-assured and well-balanced young people, (Ofsted, 2007). Pastoral teams monitor, evaluate and report on learner's progress to all staff on a weekly basis. The school carries out mentoring linked to under and over achievement to support and guide particular groups of learners. Careers education forms a part of the PSHE curriculum and students have access to a member of the Cx team who will visit on a weekly basis. The provision is tailored to students who continue to Advanced level where independent careers advice is given. Subject teachers and form tutors quickly pass on information if there are any concerns about well-being. Effective links are in place with the school medical service to support learners' capacity to be healthy.

Absence has been substantially reduced on an individual lesson basis in the sixth form by providing cover for absent staff and using electronic registration. All year 7-11 students now stay on site and eat sandwiches or school meals.

Progression pathways and transition arrangements between key stages are excellent and documented in sections 2a and 2b.

Where relevant, what is the quality of provision in the sixth form?

Please enter text here

The current evidence about the quality of teaching and learning shows that learners make progress that is at least as good as that of students elsewhere and in some subjects, progress is substantially better than that made in similar schools. Observations show that many lessons are proactively managed by teachers who break learning into discrete time-limited units and that behaviour is good.

Students are very well known on an individual basis. Teaching is almost universally delivered by specialist teachers who have very good commands of assessment criteria.

The strengths of teaching and learning are measured by academic outcome and recorded centrally on the sixth sense software and departmentally.

The progress of individual learners and groups of learners is reviewed against typical grades on a short term basis within department and centrally as part of an annual review. Each term, students discuss their progress against their targets with their tutors. The ability of teaching to meet the needs of those with different abilities, including high achievers is very good despite the ability range being wider than that of the selective lower school. Students from different social and ethnic groups are well integrated into the school community when they arrive and do not require special teaching attention. There is only limited need for SEN provision in the 6th form and there are no EAL students.

Subject teachers, form teachers and heads of year all monitor individual students and contact is made with parents as appropriate, in addition to the annual cycle of parents' evenings. Parental support for learning is the norm.

Learners are encouraged to take responsibility for their own learning particularly through coursework. School accommodation is unsatisfactory for independent learning and is being addressed via current building plans which will come into use in September 2007.

Our curriculum is strongly academic with an emphasis on AS and A2 studies, though it is expanding into Applied A level courses and sport is now emerging with a stronger extra-curricular profile.

The curriculum is designed to meet the demands of students joining us each year so supports equality of opportunity and inclusion by offering students the mix of subjects which they request, within limits imposed by staffing. Almost all year 12 students take AS critical thinking. A2 general studies is taken after one term in year 13 by almost all students. Teaching is geared towards taking AS exams in January of year 12 where it is appropriate and modules are available. PSHE is not delivered in the 6th form, but there is a programme of study for the weekly tutor periods. We maintain effective links with a range of higher education institutions.

On the basis of your evaluation, what are your key priorities for development of your provision?

Please enter text here

The main priorities in the school improvement plan have been outlined in box 1e. New management systems are in place to support leadership and self-evaluation. All departments have been allocated to a member of the senior management team to create a line management structure. Heads of departments and seconds in departments have been allocated performance management responsibilities in line with TLR pay structures. Performance management responsibilities are distinctly separate from competence and capability procedures which remain in the domain of the senior management team.

5Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Quality of teaching and learning	Whole school	X			
	Sixth form	X			
Quality of the curriculum and other activities	Whole school		X		
	Sixth form		X		
Quality of care, guidance and support for learners	Whole school	X			
	Sixth form	X			

6. Leadership and management

Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please make clear the main evidence on which your evaluation is based.

6a

What is the overall effectiveness of leadership and management? For example:

- how effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education
- how performance is monitored and improved through quality assurance and self-evaluation
- how effectively leaders and managers use challenging targets to raise standards, including statutory targets, attendance targets and, where applicable, specialist school targets
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential; and how well leaders and managers monitor the impact of the school's equality and diversity policies in relation to all groups of learners
- how well leaders and managers promote the professional development of the whole school's workforce and promote a suitable work/life balance for them
- how effectively resources are deployed to achieve value for money, including the impact of continuing professional development upon outcomes for learners
- how effectively links are made with other providers, services, employers and other organisations to promote access to integrated care, education and any extended services
- how effectively governors (and, if appropriate, other supervisory boards) discharge their responsibilities
- for specialist schools, the impact of the specialism on the quality of leadership and management
- do procedures for safeguarding meet current government requirements, for example child protection procedures, vetting systems, risk assessments and disaster plans?

Please enter text here

The governor's/head teacher's vision for the school, along with strengths and areas to address, is known and understood by all stakeholders through the school's internal and external communication channels. Head teacher targets are sufficiently challenging and have been met. Governors help to set the strategic direction for the school through regular meetings between Head teacher and Chair of Governors, sub committees, presentations, documents and discussions. Governors develop their expertise and understanding through training, presentations and explanations from Headteacher and senior staff as required. Long serving members who are prepared to ask difficult questions and challenge existing practice set challenging goals for the school. Statutory responsibilities are met. Strengths in school leadership, at all levels, are shown by the openness of the dialogue and a common purpose that is universally recognised. The school demonstrates a common sense of academic purpose that is driven by specialist teachers. The continual drive for improvement with a focus on the achievement of all learners is driven by target grades, added value and the performance management system combined with the principles embodied in ECM.

There is a common understanding among staff of what needs to be done to promote improvement from performance management and summer public examination results feedback. Inclusion, equality of opportunity and discrimination are tackled through established policies and procedures.

Leadership is less strong in certain subject areas highlighted by the 2005 PANDA.

Leading from the Middle, Leadership Pathways, NPQH and Head of Department Training (16 staff) has raised the confidence and effectiveness of participants. The work of the school is monitored, evaluated, action taken to improve performance and quality issues addressed through the performance management system. The school's processes of self evaluation are now more rigorous than they have ever been and are able to encompass a comprehensive overview together with the ability to focus on detail as required. Self evaluation carried out systematically by leaders at all levels within the school is a developing feature of performance management. The views of stakeholders are increasingly included.

Scrutiny of examination performance is extremely rigorous and on-going as part of the performance management process. Improvement planning is undertaken following discussion with staff. Discussion at SMT meetings and via dialogues between the development director and heads of departments helps decide which externally driven initiatives should become part of the school's action. Middle managers are made accountable for the work of their areas by the performance management process which is inextricably linked to the TLR salary structure. Professional development planning is linked to departmental and school development plans.

Remodelling the work of staff has fitted well with the TLR requirements and allowed performance management requirements to be met. Teachers are recruited to fill specialist vacancies and turnover at 8% is well below national rates. English and Technology have staffing difficulties.

The school has not deployed support staff in class rooms along the lines proposed by work force reform. The original accommodation is resistant to decay. Weaknesses are related to size of rooms versus size of classes, over crowded ICT facilities and the restrictions imposed by the limited size of the school site.

Learners and staff have access to ICT in a variety of class rooms and one staff room.

Administration is wholly conducted using ICT. Teaching and learning are developing substantially year on year. The library is very small for a school of this size. It is now inadequate and is under review. Financial decision making follows best practice guidelines and rigorous budgeting and financial management systems are audited through the local authority and managed by a

dedicated finance team.

The new performance management requirements have been combined with teaching, learning, monitoring and evaluating initiatives to set clear direction which is leading to improvement and promoting high quality integrated care and education. Staff performance is monitored and evaluated through the performance management structure to ensure that challenging targets are set and met. From this leaders and managers promote professional development of the whole school work force through the promotion of a wide range of CPD opportunities. Senior leaders give clear direction and vision in terms of leadership and middle leaders at all levels are effective and efficient in turning the vision into practice. This is led by a team of teachers who meet on a regular basis to promote teaching, learning, monitoring and evaluation within the performance management framework.

Whole school academic priorities are delivered on an annual basis to all staff so that their planning and departmental developments take them into account. The performance management structure has ensured that all leaders have a clear understanding of their roles and overall performance of the school. Staff evaluation is linked to the annual performance management cycle.

CPD on the use of ICT in teaching and learning is led by mathematics and computing.

The school is currently developing links with neighbouring secondary schools with a view to sharing in service training requirements. Governors and senior leaders are linked to the 10 SDP gateways in order to improve the monitoring and evaluation of the plan over time. Senior leaders report progress at governors meetings and there will be a new specialist school stakeholder review group set up this year to monitor progress of the new specialism. (See SDP page 17)

6b

Where relevant, how effective is the leadership and management in the sixth form?

Please enter text here

See box 6a above.

6c

On the basis of your evaluation, what are your key priorities for the development of leadership and management?

Please enter text here

The main improvement priorities are restructuring, expanding and redefining the roles of individuals in the SMT. They fit with the implementation of the TLR structure and have a projected timescale of two years. Resources are in place to ensure implementation and changes have been agreed in principle. These have been accompanied by restructuring of the performance management arrangements together with a new line management system for middle managers linked back to the senior management team.

6Grade

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in Guidance for Inspectors.

		Outstanding	Good	Satisfactory	Inadequate
Effectiveness of leadership and management	Whole school		X		
	Sixth form	X			

7. Overall effectiveness

How effective and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners and why?

To answer the questions raised in this section of the form you should draw together your evaluations in the previous sections.

To help you focus your comments and judgements in completing this section, please consult the relevant pages in the Guidance for Inspectors of Schools.

In answering the following questions, please in each case make clear the main evidence on which your evaluation is based.

7a

What is the effectiveness of any steps taken to promote improvement since the last inspection? If you are a specialist school, what has been the contribution of specialist subjects? If you are a specialist school, what has been the contribution of specialist subjects?

Please enter text here

School provision is good overall because examination results are good, students are well rounded individuals and leadership and management is very good. The most significant areas for improvement are:

- Development of teaching and learning styles to facilitate independent learningImproved physical resources through remodelling and new build.
- Achievement for girls who have achieved KS2 level 4+ is an issue identified in the 2005 PANDA report and detailed in this evaluation elsewhere
- Restructuring of SMT.
- Implementation of a new performance management and line management structure.

The school is making good progress towards its targets, and almost all specialist school targets have been met. Learners have lower prior attainment than that of similar schools nationally. Added value is extremely high and places the school in the top 50 schools nationally. Learners' achievement ranges from excellent to satisfactory. Observation of most students shows growing academic maturity and personal development. Teaching and learning ranges from satisfactory to excellent and overall is very good. Extended services and external links are a minor but increasing feature of the school. The school is sufficiently inclusive to meet the needs of the catchment area and provides a safe and secure environment for all learners.

Leadership and management varies from satisfactory to excellent and is very good overall. The school provides very good value for money and is highly regarded by all stakeholders.

7b

How effective and inclusive is the provision overall, including any extended services, and what are the main strengths and weaknesses? For example:

- how effective is the school in enabling all learners to make good progress and achieve high standards
- how well does the school promote the personal development and well-being of all learners, including through working in partnership with others
- how well does the school promote community cohesion
- how efficiently does the school use the resources available to it and how has the school achieved value for money in its provision
- where relevant, what is the overall effectiveness of boarding provision?

Please enter text here

Examination performances have risen year on year though the most recent PANDA report shows a lower level of achievement when cva is taken into account. Attendance has significantly improved over the past three years. Attitudes have remained quite constant and behaviour is limited to aberrations of dress code. The quality of teaching has risen as colleagues have introduced more active engagement techniques into lesson together with a greater emphasis on planning four part lessons. Leadership and management have improved as the consequences of performance management, work force reform and the TLR structure have been assimilated into the school.

Self evaluation is becoming an integral part of development planning. The impact of the last inspection has been to introduce better performance management, greater variety of teaching and learning styles and more departmental responsibility for monitoring and evaluation. Other monitoring and curriculum steps taken by the school to promote improvement have been effective. The school is well placed to respond effectively to initiatives associated with Training School status.

How well does the school work in partnership with others to promote learners' well-being?

Please enter text here

Links with organisations are in place and are used on demand. The socio-economic backgrounds of our students and their high levels of motivation, parental support and care for one another makes the need for such services quite peripheral to the core purpose of the school. When the need arises, students have reported being significantly supported.

Where relevant, what is the overall effectiveness of the sixth form, including, where appropriate, reaching specialist school targets?

Please enter text here

The sixth form's key strengths are a high level of academic achievement; high retention rates; excellent relationships between students and between students and their teachers; a strong caring and supportive pastoral and guidance system; a wide range of extra-curricular activities and a strong and experienced sixth form management team.

Planned developments include the provision of larger recreational facilities which values the students; the provision of better study facilities; the creation of a stronger work ethos during the school day and a smarter post 16 dress code which supports the uniformed ethos of the rest of the school. Significant progress is being made towards meeting the above targets. It is anticipated that all will be achieved during the 2006/7 academic year. Overall standards of learners are at least good and personal development is outstanding. Recent self evaluation surveys suggest a very high level of inclusion for students of all classes and cultures, irrespective of gender. Lesson quality varies from satisfactory to excellent with the majority being either good or very good. Overall, the provision is good in a safe and secure atmosphere for learning. VFM is very good and almost all 6th form classes break even financially by virtue of their size. The Sixth Form is very highly regarded by all stakeholders. External links range from adequate to very good. Examination performances have risen as shown by the increasing percentage of students obtaining grades A and B and pass rates are rising. Attendance has significantly improved over the past three years as a consequence of the introduction of PARS and the EMA scheme. There has only been one exclusion in this period of time.

Attitudes, behaviour, teaching, monitoring and evaluation have all improved as the target system has introduced accountability. Since the last inspection, self evaluation has become an intrinsic part of the post-16 experience; academic monitoring and guidance has increased and a one hour tutor period has been introduced to facilitate PSHE. Leaders have an informed and objective understanding of the strengths and weaknesses of the Sixth Form. The Sixth Form has risen in number from 133 to 540 over the past 15 years, during which time academic attainment has risen very significantly promoting BRGS to 50th in the national newspaper league tables of state schools and colleges. An extensive annual review is held, consulting all stakeholders, which is then statistically analysed and acted upon.

Specialist school results and targets in the Sixth Form are shown in the table below:

Key Stage 5 - 2007 Targets and Results

Subject	Level	Target %	Actual %
Computing	AS A-E	92	100
	AS A-B	45	30
	A2 A-E	100	100
	A2 A-B	60	50
D&T (Food)	AS A-E	100	-
	AS A-B	50	-
	A2 A-E	100	100
	A2 A-B	65	100
D&T (Graphic Products)	AS A-E	80	-
	AS A-B	45	-
	A2 A-E	90	100
	A2 A-B	60	14
D&T (Systems and Control)	AS A-E	90	100
	AS A-B	45	33
	A2 A-E	90	100
	A2 A-B	50	75

Maths	AS A-E	93	100
	AS A-B	50	13
	A2 A-E	100	100
	A2 A-B	65	70
Further Maths	AS A-E	100	100
	AS A-B	45	100
	A2 A-E	100	100
	A2 A-B	65	100
Biology	AS A-E	90	100
	AS A-B	45	19
	A2 A-E	95	100
	A2 A-B	61	66
Chemistry	AS A-E	92	100
	AS A-B	45	24
	A2 A-E	100	100
	A2 A-B	63	74
Physics	AS A-E	95	100
	AS A-B	45	31
	A2 A-E	95	100
	A2 A-B	66	74

7e

What are your main priorities to further improve the overall effectiveness of the school?

Please enter text here

Performance management feedback is identifying relative weaknesses in teaching and learning. These are discussed in subsequent meetings where strategies are agreed to address issues that have emerged. Targets linked to the performance management process are setting a requirement to meet agreed added value criteria and to undertake relevant further training. Leadership training is provided to help staff overcome departmental management issues. Staff subject expertise is constantly updated via relevant external inset. Other action is being taken to improve provision and includes ambitious building expansion plans which are at the local authority planning stage.

7f

What is the capacity to make further improvement?

Please enter text here

Leaders' skill levels at diagnosing the school strengths and weaknesses and the action needed to raise standards and improve performance range from satisfactory to excellent. Change has been managed well in departments that display the essential elements of teamwork; have a complementary blend of personalities; and are receptive to the concept of change. The reluctance to change is a dwindling feature of the school and resistance is now the exception rather than the norm. All stakeholders have a shared understanding of the need, and rationale for, further improvement. Staff performance is monitored with very good consistency. The process is very thorough, rigorous and honest. The school has become very reflective and this requirement is clearly conveyed to all staff. Innovation, particularly in the taught curriculum, is an expected part of the timetable discussion on an annual basis. Significant investment in staffing and financial resources has recently been put into place in order to support the expanded size of the Sixth Form. The monitoring of learners' progress comprises the daily diet of being a teacher in this school. It is a constant topic of discussion in the staffroom and occupies almost all staff to the possible detriment of their non-working lives.

Please enter grades in boxes below.

To guide judgement, please consult grade descriptions in *Guidance for Inspectors*.

	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	X			
Capacity to make further improvement		X		
Improvement since the last inspection		X		
Effectiveness of sixth form	X			

Part B: factual information about your school

Section A: Information about your school

A1 Name of school

Bacup and Rawtenstall Grammar School

A2 Unique reference number (URN)

119809

A3 Unique reference number for the school's day care provision (where relevant)

A4 Type of school

Grammar (selective)

A5 School category

Foundation

A6 Age range of learners

MIN	11	MAX	18
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A7 Gender of learners

Coeducational

A8 Name of headteacher (or equivalent)

M J Morris

A9 School's address

Glen Road

Waterfoot

Rosendale Lancashire

Please include post code

BB4 7BJ

A10 Telephone number

01706 234500

A11 Fax number

01706 234505

A12 Email address

enquiries@brgs.org.uk

A13 Website address

<http://www.brgs.org.uk>

A14 Name of appropriate authority

Governing body

A15 Name of chair of governors

Mr. David King (Acting chair)

A16 Local authority

Lancashire

A17 Special categories of school

Please indicate whether the school has, or has applied for, any of these designations.

Category	School currently has designation (Please tick)	An application has been made (Please tick)	Date of commencement / likely commencement
Specialist school (please state which specialism) Technology College	X		01/September/1994
Specialist school (please state HPSS option 1) Change of specialism to Maths & Computing		X	01/January/2008
Specialist school (please state HPSS option 2) Training School		X	01/April/2008
Specialist school (please state HPSS option 3)			
Trust school			
Other (Please state what)			

Please use this box to provide further details.

A18a Childcare provision under the Children Act (Part XA) 1989

Is the governing body registered for childcare provision in any of the following categories? Is a private or voluntary provider registered for childcare provision in any of the following categories? Please tick to indicate which type(s) of provision are made. Session time should be to the nearest half hour.

Type of care	The school/ governing body manages the provision	A private or voluntary provider manages the provision	Name of registered person / nominated person	Length of session (hours)	Age range of children (from, to)	Number of children
Full day care						
Sessional care						
Creche						
Out-of-school care						
Other (please state)						
Total						0

A18b

Please give the current number of children on roll in each of the categories in the table.

	Boys	Girls	Total
Under 3s			0
Foundation Stage grant-funded nursery			0
Out-of-school care			0
Total	0	0	0

A19 Childcare Registration

Are you in the process of applying for a childcare registration on your school premises?

If yes, please answer the questions below.

Type of care	Governing body is to manage the provision.	Private or voluntary provider is to manage the provision.	An independent provider is to manage the provision.	Name of Registered person	Length of session (hours)	Age range of children (from, to)	Number of children	Date which application is likely to commence
Full day care								
Sessional care								
Creche								
Out-of- school care								
Total							0	

A20 Extended services

Please indicate any extended services provided by the school. Tick Yes to indicate which type(s) of provision are made and give a brief indication of the extent and nature of the provision.

Type of Provision	Tick if Yes	Extent and nature of provision
Parental support including family learning programme		
Specialist support services		
Community access including adult learning	X	Evening classes specified in box 1b
Childcare (indicate if year round or term time)		
Study support (after school catch up provision; indicate if this is year round or term time only)		
Other		

Please use this box to provide further significant details not covered above.

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A21 Designated special educational needs resources base or similar provision

If your school has a local authority designated special educational needs resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Please indicate whether the school has any of the following: a remove room; a learning support centre; or an internal exclusion centre.

Throughout the rest of the form, this provision is referred to as 'SEN resource base'.

Designated resource base/provision for:	Places
If other was chosen please specify	
If other was chosen please specify	

A22 Boarding provision

If your school has boarding provision, please indicate the maximum number of boarders.

Maximum number of boarders	0
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A23 Workplace learning

Please give the numbers of learners involved in work-place learning (for learners aged 14-16, under section 178 of the Education Act 2002), and the nature of the provision. Provide any brief details in the space below. Please list no more than the top five provisions.

Nature of provision	Below Y10	Y10	Y11	Y12	Y13	Y14	Total
Individual work experience posts		149					149
Community team placements				200			200
							0
							0
							0
Total	0	149	0	200	0	0	349

A24 Joint post-16 provision

Please indicate whether or not the school has arrangements for joint teaching of post-16 courses with other schools or colleges. If so please give details in the box below, with names and Unique Reference Number (if known) of the other schools and colleges involved.

The school makes joint post-16 provision	Yes	X	No	
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Other schools and colleges involved:

Name of school/college	Fearns Community Sports College	URN (If known)	
Name of school/college		URN (If known)	
Name of school/college		URN (If known)	

We share the teaching of year 12 and 13 ICT teaching at AS and A2 level with Fearns High School, 888/4158

A25 The nature of the school's site

Please give the number of sites occupied. If more than one, please give details, including post codes and the distance(s) between them in the space below.

Please also give an indication of the location of any work-based learning.

Number of sites used	1
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Work based learning only occurs through a traditional approach to work experience during the last two weeks of January and is dispersed across north east Lancashire.

A26 Reorganisation

Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in the space below.

The school is subject to reorganisation proposals	Yes		No	X
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A27 School federations

Please indicate whether or not the school is part of a federation.

If so, please give details in the box below of the names and unique reference numbers of the other schools in the federation.

The school is part of a federation	Yes		No	X
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Details of other schools in the federation:

Name of school		URN	
Name of school		URN	
Name of school		URN	
Name of school		URN	

A28 Section 48 inspections

Please indicate whether or not the school has a religious character and needs a section 48 inspection.

The school has a religious character and needs a section 48 inspection	Yes		No	X
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A29 Term dates and occasional closures

Please indicate for each term and half term the start and finish dates for one year ahead.

Please also provide the dates of any planned occasional closures within the stated term times.

Term and half-term names	Start date	Finish date
Autumn Half Term	01/September/2007	19/October/2007
Autumn Half Term	29/October/2007	21/December/2007
Spring Half Term	07/January/2008	15/February/2008
Spring Half Term	25/February/2008	04/April/2008
Summer Half Term	21/April/2008	23/May/2008
Spring Half Term	02/June/2008	23/July/2008

Dates of occasional closures

March 6th and 7th, 2008. INSET days
Monday May 5th. Bank holiday

Section B: Information about the learners

B1 Number of learners

Please give the current number of learners on the roll in each of the categories in the table.

		Boys	Girls	Total
Key stage 2	Year 5			0
	Year 6			0
Key stage 3	Year 7	80	70	150
	Year 8	81	68	149
	Year 9	78	77	155
Key stage 4	Year 10	76	73	149
	Year 11	63	86	149
Sixth Form	Year 12	148	171	319
	Year 13	122	157	279
	Year 14	3	2	5
Total		651	704	1355

B2 Ethnic background of learners in maintained provision

This table shows the numbers of learners in each classification. It is based on the latest data available from your annual returns to the DCSF. If the current numbers are significantly different from these please correct them.

	Number		Number
White - British	1154	Asian or Asian British - any other Asian background	4
White - Irish	6	Black or Black British - Caribbean	1
White - any other White background	11	Black or Black British - African	1
Mixed - White and Black Caribbean	6	Black or Black British - any other Black background	1
Mixed - White and Black African	4	Chinese	4
Mixed - White and Asian	10	Gypsy/Roma	
Mixed - any other mixed background	2	Travellers of Irish Heritage	
Asian or Asian British - Indian	5	Any other ethnic group	2
Asian or Asian British - Pakistani	61	Parent / learner preferred not to say	15
Asian or Asian British - Bangladeshi	7	Information not obtained	61
		Total	1355

B3 Refugees and asylum seekers

Please give the number of learners on the school's roll who are refugees or asylum seekers. Use the space below to give any further significant details.

Number of refugees and asylum seekers	0
Number of refugees and asylum seekers designated as looked after children	0

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B4 Support for minority ethnic, including Gypsy, Roma and Traveller learners

Please give the numbers of ethnic minority, including Gypsy, Roma and Traveller learners who receive support through specific funding, from whatever source.

Number of minority ethnic learners supported through specific funding	0
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B5 English as an additional language

Please give the number of learners for whom English is not their first language and who are at an early stage of English language acquisition.

Number of learners for whom English is not their first language <u>and</u> who are at an early stage of English language acquisition	0
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Please list the three most common first languages spoken by these learners. Please list them in order, with most frequent first.

	<i>If other, please specify:</i>	
	<i>If other, please specify:</i>	
	<i>If other, please specify:</i>	

B6 Learners with learning difficulties and/or disabilities (LDD)

Please give the number of learners at each of the following levels of provision

Level of provision	Y5-Y11	Sixth Form
School Action	8	
School Action Plus	0	
Statement of special educational needs	0	
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989	0	
Other (please specify)		
Total	8	0

B7 The nature of learners' learning difficulties and/or disabilities (LDD)

Please give the numbers of learners with statements or who are receiving support through School Action Plus under the special educational needs Code of Practice who are in each of the following groups. If you use the last line of the table marked 'other' please specify the disability or difficulty in the brackets. Please enter each learner once only according to the most significant disability/difficulty.

Disability/difficulty	SEN resource base		Main school	
	Y5-Y11	Sixth form	Y5-11	Sixth form
Specific learning (dyslexia)				
Moderate learning				
Severe learning				
Profound and multiple learning				
Behavioural, emotional and social				
Speech language and communication				
Hearing impairment				
Visual impairment				
Multi-sensory impairment				
Physical				
Autistic spectrum disorder				
Other (Please specify)				
Total (statements and School Action Plus)	0	0	0	0

B8 Learners for whom the National Curriculum is disapplied

Please give the number of learners for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please give the lead inspector details of the subject(s) from which they are disapplied and the alternative provision made for these learners.

Number of learners disapplied	0
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B9 Learner mobility

Please indicate the level of learner mobility with reference to admissions and transfers in the last academic year.

The number of learners who joined the school other than at the usual time of first admission	4
The number of learners who left the school other than at the usual time of leaving or transfer	25
The number of learners on roll in January of that school year (from relevant Annual School Census)	1281
The number of Gypsy, Roma and Traveller children who travel throughout the school year	0

B10 Looked after children

Please enter the current number of looked after children.

Number of looked after children	4
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Please indicate details, including any variations year to year

Four represents a gradual rise over the last five years. We have one in each of years 7,8,9 and 11
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Section C: Information about learners' targets

C1 Statutory targets (applies only to schools with learners in Years 6 and 9)

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 3 which you publish for parents. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

	Year	2007	2008
Target % of learners expected to achieve Level 4 or above in English (Year 6)		0	0
Target % of learners expected to achieve Level 4 or above in mathematics (Year 6)		0	0
Target % of learners expected to achieve Level 5 or above in English (Year 6 and Year 9)		0	0
Target % of learners expected to achieve Level 5 or above in mathematics (Year 6 and Year 9)		0	0
Target % of learners expected to achieve Level 5 or above in science (Year 9)		100	100
Target % of learners expected to achieve Level 5 or above in ICT (Year 9)		100	100

C2 Statutory targets (applies only to schools with learners in Year 11)

Please give the school's statutory targets for GCSE examination results at the end of Key Stage 4 which you publish for parents. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year.

	Year	2007	2008
Target % of learners expected to achieve 5 or more grades A* to C		100	100
Target % of learners expected to achieve 1 or more grades A* to G		100	100
Target average GCSE points score		485	485

C3 Specialist school designation (applies only to schools with specialist status - non-statutory)

Please enter the number of years of designation as a specialist school.

	Number of years of designation			13
Specialist Subject Attainment Targets	2006	2007	2008	
Actual or expected average point for specialist subject 1	50.41	50.97	51	
Actual or expected average point for specialist subject 2	49.59	46.68	48	
Actual or expected average point for specialist subject 3				
Actual or expected average point score for second specialism subject 1				
Actual or expected average point score for second specialism subject 2				
Actual or expected average point score for second specialism subject 3				
Specialist Subject Participation Targets	2006	2007	2008	
Key Stage 4: proportion of students taking specialist subject 1	% 100	% 100	% 100	
Post 16: number of students taking specialist subject 1	59	58	146	
Key Stage 4: proportion students taking specialist subject 2	% 100	% 100	% 100	
Post 16: number of students taking specialist subject 2	13	21	30	
Key Stage 4: proportion students taking specialist subject 3	%	%	%	
Post 16: number of students taking specialist subject 3				

Section D: Information about exclusions, transfers and retention

D1, D2 and D3 Exclusions and transfers of learners in maintained settings

Please give in D1 the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered. In D2 give the number of learners excluded, aggregating both fixed period and permanent exclusions.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in D3 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved. Please include information on whether pupils excluded were late entrants to the school or not.

Please provide the start and end date of the year for which the data is entered into D1 and D2:

From:	01/September/2006				To:	31/July/2007				
	D1 Exclusion				D2 Excluded Pupils		D3 Transferred pupils			
	Number of exclusions						Number of transfers made			
	Fixed Period		Permanent		Number of excluded pupils		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British	24	1			17	1				
White - Irish										
White - any other White background										
Mixed - White and Black Caribbean										
Mixed - White and Black African										
Mixed - White and Asian										
Mixed - any other mixed background										
Asian or Asian British - Indian										
Asian or Asian British - Pakistani										
Asian or Asian British - Bangladeshi										
Asian or Asian British - any other Asian background										
Black or Black British - Caribbean										
Black or Black British - African										
Black or Black British - any other Black background										
Chinese										
Gypsy/Roma										
Travellers of Irish Heritage	1				1					
Any other ethnic group										
Parent/learner preferred not to say										
Information not obtained										
Total	25	1	0	0	18	1	0	0	0	0

D4 Retention post-16

	Number enrolled on the course on 1 November during the last academic year	Number who completed AS/A2 at the end of the last academic year	%AS/A2 retention rate (the number completing the qualifications x100, divided by the number enrolled on the qualification on 1 November)
AS	271	260	95.9
A2	260	257	98.8

D5 Routes taken by learners aged 15+ (usually applies only to schools with learners in Years 11, 12 and 13)

Please indicate the routes taken by learners aged 15 at the start of the last complete school year prior to the inspection. Please give the numbers who subsequently commenced each of the following:

Year	Y11	Y12	Y13
A course at any school or any course of further education	143	257	164
Employment without training	2	5	0
Employer based government supported training (trainee not employed by employer)			
Employer based government funded training (trainee fully employed by employer)			
Gap Year (Year 13 only)	0	0	8
Any other category (please describe) Not known yet	2	4	84

Section E: Information about provision

E1 Teaching time

Please give the total teaching time each week (to the nearest half hour), referring to the appropriate notes of guidance.

	Teaching time
Key Stage 2	
Key Stage 3	25
Key Stage 4	25
Post-16	20

E2 Curriculum description

Please provide any information about how the curriculum is organised, for example about banding, setting, option choices, support/withdrawal teaching, work related learning etc.

<p>Broad and balanced with statutory KS3 entitlement. Enhanced Technology entitlement in line with specialist status. Two languages for all at KS3 with the same as an option at KS4. Bespoke KS5 timetable fitted to 34 subject choices at KS5. Critical Thinking at AS and General Studies at A2 are core subjects for almost all students. Lunchtime support lessons for sixth form students. Banding in all years facilitates use of specialist rooms. Lower school classes unsetting except for Maths. Critical Thinking for year 10 at AS for G&T provision. Additional GCSE Maths available for year 11 for G&T. Year 9 follow a half GCSE in ICT with full GCSE for G&T. Work-related learning for year 10 and 12.</p>

E3 Post-16 programmes

Please enter in the table the number of full-time learners following the programmes listed. Please specify any other programmes in the brackets in the lines marked 'other', and include the level of the course (L1, L2, and L3).

		Year 12	Year 13
L3	A level and AS level	319	279
	Advanced vocational programmes	0	0
	A/AS and vocational combination	0	0
	International Baccalaureate programmes	0	0
L2	Intermediate vocational programmes	0	0
	GCSE based programmes	0	0
	GCSE and vocational combination	0	0
L1	Foundation vocational programmes	0	0
	Other 0	0	0
	Other 0	0	0
	Other 0	0	0
	Other 0	0	0
Total number of learners		319	279

Section F: Information about staffing

F1 Number of teachers

Please indicate the numbers of qualified and unqualified teachers in each of the categories in the table. Please give full-time (FTE) equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Qualified teachers (including the headteacher)	0	77.5	0	77.5
Unqualified teachers				0
Total FTE	0	77.5	0	77.5

F2 Support teachers for minority ethnic, including Gypsy, Roma and Traveller learners

Of the qualified teachers included in F1 (number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic, Gypsy, Roma and Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)	0	0	0	0
Support teachers funded through the Children's Grant for Gypsy, Roma and Traveller pupils	0	0	0	0
Support received in last year from Traveller Education Support Service				0
Support teachers funded through LA or other funding sources	0	0	0	0
Total FTE	0	0	0	0

F3 Teaching assistants and other education support staff

Please give the numbers of education support staff in each of the categories below. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Teaching assistants trained to support learners with learning difficulties and/or disabilities (LDD)	0	0	0	0
Other teaching assistants	0	0	1	1
Other education support staff	0	0	25	25
Total FTE	0	0	26	26

F4 Number of teachers in the childcare provision

Please indicate the numbers of qualified and unqualified teachers deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Under 3s	3 & 4 year-olds	Total FTE
Qualified teachers	0	0	0
Unqualified teachers	0	0	0
Total FTE	0	0	0

Please indicate the name of the registered person.

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F5 Teaching assistants and other education support staff in the childcare provision

Please give the numbers of education support staff deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Under 3s	3 & 4 year-olds	Total FTE
Qualified nursery assistants and trained teaching assistants	0	0	0
Teaching assistants trained to support learners with learning difficulties and/or disabilities	0	0	0
Other education support staff	0	0	0
Total FTE	0	0	0

F6 Support staff for minority ethnic, including Gypsy, Roma and Traveller learners

Of the support staff included in F3 (teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic, including Gypsy, Roma and Traveller backgrounds, using the following categories.

	Full-time equivalent			
	SEN resource base	Y5-Y14	Across provider	Total FTE
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)	0	0	0	0
Support staff funded through the Children's Services Grant for Gypsy, Roma and Traveller pupils	0	0	0	0
Support staff funded through LEA or other sources	0	0	0	0
Total FTE	0	0	0	0

F7 Teaching staff turnover

Please give the full-time equivalent (FTE) number of teachers employed in the school who took up their appointment or who left in the last two school years.

Number of teachers who left during the last two school years (FTE)	14.6
Number of teachers who were appointed during the last two school years (FTE)	24

F8 Temporary teachers and teaching vacancies

Please give the number of vacant posts and the number of posts currently filled by agency, supply or relief teachers, or by teachers on short-term contracts of less than a full school year. Please give the full-time equivalent figure.

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

Section G: Information about finance and resources

G1 Financial information for the year April to March

From April 2005		To March 2006	
Income and expenditure (£)		Balances (£)	
Total income	5393151	Balance from previous year	907547
Total expenditure	5393151	Balance carried forward to the next	907547.0
Expenditure per pupil	3980.2	% of deficit or balance carried forward to the next year	14.4

Please add an explanation if the deficit or carry forward is greater than 5%

The balance carried forward was required to pay for the building of the sports hall and the gym conversion.

G2 & G3 Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DCSF. You can access the appropriate website by clicking on the following link -

<https://sfb.teachernet.gov.uk/login.aspx>

Full guidance can also be obtained from the website.

G4 Number of computers for learners' use

Please give the number of learners to computers

Number of learners (from B1)	1355
Number of computers	356
Number of learners per computer	3.8

Part C: information about compliance with statutory requirements

Using the headings

Fully in place

This means that governors are aware of the relevant statutory requirements, and they know how they apply to their school (if that is the case). It also indicates that the school fully meets the relevant statutory requirements.

For example: the governors already know that the school's procedures for safeguarding meet all statutory requirements and at least once a year they check that this continues to be the case.

Partly in place

This means that governors are aware of the relevant statutory requirements, and they know how they apply to their school (if that is the case). Governors are aware that, while the relevant statutory requirements are met in spirit or in part, some elements or details are not in place. Please use the space for comments to indicate, briefly, what action needs to be taken to ensure statutory requirements are fully in place.

For example: governors are aware that, although the great majority of learners receive the full statutory curriculum, a very small minority do not do so, perhaps because they are extracted on occasions for special support or tuition. Or perhaps the programmes of study for a particular subject are not fully implemented.

Not in place

This means that governors are aware that, for whatever reasons, relevant statutory requirements applying to their school are not met. When being inspected, governors should expect the lead inspector or another member of the inspection team to follow up these points during the inspection. Please indicate, briefly, what action needs to be taken to ensure statutory requirements are fully met.

For example: governors have agreed the school's race equality policy and are still discussing a draft.

The curriculum

	Fully in place	Partly in place	Not in place
1. Every learner receives the full statutory curriculum that the school must provide.	X		
2. The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents/carers of the right to withdraw their children.	X		
3. Where the provider is a school, it provides a daily act of collective worship for all learners and has told parents/carers of the right to withdraw their children.		X	
4. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education and, if doing so, has agreed the content and organisation of the programme and has told parents/carers about it and the right to withdraw their children.			
5. <i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents/carers about it and the right to withdraw their children.	X		

Equality & diversity

	Fully in place	Partly in place	Not in place
6. The governing body ensures that the provider does not discriminate unlawfully against learners, job applicants or staff on the grounds of sex, race, disability, gender ^[4] , religion and belief ^[5] or marital status.	X		
7. The governing body has agreed a written policy on race, disability and gender equality, arrangements to monitor its implementation and assess its impact on staff, learners and parents/carers and communicates the results of monitoring and assessments of impact to parents/carers and the governing body.	X		
8. The school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000, the Commission for Racial Equality (CRE) code of practice, the general duty and the specific duties in the Disability Discrimination Act 2005 and the Disability Rights Commission (DRC) code of practice and the Equalities Act 2006 and the Equal Opportunities Commission (EOC) code of practice.	X		

[4] From 06/04/07.

[5] From 01/10/06.

Learners with learning difficulties and disabilities

	Fully in place	Partly in place	Not in place
9. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, makes its policy known to parents/carers and reports annually on the success of its policy.	X		
10. The school meets the requirements of Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the (DRC) code of practice for schools (2002). The school informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these[6].	X		

[6]Publication of the disability equality scheme is not required until December 2007 for primary and special schools and PRUs.

Learners' care and well-being

	Fully in place	Partly in place	Not in place
11. The governing body has procedures for ensuring the provider meets all relevant health and safety legislation.	X		
12. The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, (and the policy is made available to parents on request).	X		
13. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.			X

Informing parents/carers

	Fully in place	Partly in place	Not in place
14. The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.	X		
15. The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.	X		
16. The school keeps parents and prospective parents/carers informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations.	X		

Leadership and management

	Fully in place	Partly in place	Not in place
17. The governing body has met the Financial Management Standard in Schools.	X		
18. The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements.	X		
19. The governing body has all relevant complaints and appeals procedures, as set out in the DCFS guide to the law for school governors.	X		
20. The governing body fulfils the requirements to promote community cohesion.		X	
21. The provider meets the government requirements regarding safeguarding as set out in the DCSF guidance Safeguarding Children and Safer Recruitment in Education.	X		

Please state briefly what action is being taken to deal with requirements that are partly in place or not in place.

Lack of space for a collective act of worship on a daily basis has been addressed by holding school assemblies on a rota. The school has submitted plans to the local planning department to seek permission build the required space.