

**QUANTOCK SCHOOL  
OVER STOWEY  
NR BRIDGWATER, SOMERSET  
TA5 1HD**

**Dates of inspection : 25 - 29 November 1996**

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## INTRODUCTION

### Basic Information about the School

Name of school	Quantock School
Type	Wide age range with boarding
Status	Independent
Gender	Mixed
Age rangeFrom	6-17
Number on roll	85
Number of boarders	67
FeesDay £ 750-1250	Boarding £2100-2750
Name of Proprietor	Mr D T Peaster
Name of Headteacher	Mr D T Peaster
Address of school	Quantock School Over Stowey Nr Bridgwater Somerset TA5 1HD
Telephone No	01278-732252
DFE Number	933/6157
Dates of inspection	25-29 November 1996
School nomenclature	National Curriculum

## **Names of Classes**

Lower Juniors	(Year 2) (Year 3)	Key Stage 1
Upper Juniors	(Year 4) (Year 5) (Year 6)	Key Stage 2
1st Year	(Year 7)	Key Stage 3
2nd Year	(Year 8)	
3rd Year	(Year 9)	
4th Year	(Year 10)	Key Stage 4
5th Year	(Year 11)	
Sixth Form	(Year 12) (Year 13)	Sixth Form

## **Purpose and Scope of the Inspection**

1. This inspection was carried out to report on:
  - the educational standards achieved in the school;
  - the quality of education provided by the school;
  - the spiritual, moral, social and cultural development of the pupils at the school;
  - the quality of the school's governance and management;
  - the experience afforded to boarders and its contribution to their overall.

## **School Description**

2. Quantock School is an independent co-educational school for pupils of a wide age range. The school moved in 1962 from Bristol to its present site on a large estate in the heart of the Quantock Hills. It became co-educational in 1986 and accepted its first day pupils just over a year ago. The prospectus states that the school has its own particular ethos and that, being a small school, it promotes a happy caring atmosphere where, with sympathetic support and guidance, children quickly gain confidence. It aims to accommodate children of varying ability while promoting high academic standards.

3. The school is non-selective but the general level of ability has fallen considerably in recent years. In addition 15 pupils, mostly Cantonese speakers from Hong Kong, receive teaching in English as a foreign language and 10 pupils have some extra help with English. The number on roll has fallen from just under 250 pupils about ten years ago to 85 of whom 67 are boarders.

## **Evidence Base**

4. The inspection was carried out by seven HMI over a period of 5 days. In total 62 lessons were seen covering over 49 hours of teaching time. Assemblies, a field trip and extra curricular activities were also inspected. All teachers were seen teaching at least once, some on several occasions. In the course of the week some 20 planned meetings took place between inspectors and members of the teaching, boarding, support and administrative staff. All the current written work of 24 pupils who formed a representative sample from each year group was examined. No work in physical education (PE) or design and technology (D&T) was seen at Key Stage 4 by specialist inspectors in those subjects. Pupils from Key Stages 3 and 4 discussed their work and their experience of school life with the inspectors. Discussions were held with many of the boarders. Numerous informal conversations between inspectors and both staff and pupils also took place throughout the week. The views of parents were sought and several letters were received from them; a meeting for parents was held during the week before the inspection. Inspectors also examined a range of correspondence, curriculum planning documents and records.

## MAIN FINDINGS AND KEY ISSUES FOR

### Main Findings

5. Quantock School has some strengths. It has many weaknesses, some of which are serious. It fails to meet the requirements of the Education Act 1991 with regard to health and safety and welfare. Results in public examinations are low, yet standards observed in lessons are mostly near average, apart from Key Stages 1 and 2 where they are low. Standards of reading are below average, but standards are more satisfactory in writing especially at Key Stage 3 and 4. Pupils generally speak with confidence but few are able to sustain argument. Just over half the lessons show pupils achieving in line with their ability except in the junior forms where standards are poor both in terms of age and ability. Standards in mathematics are average but there is less practical application of mathematics than usual. Information technology standards are good across a narrow range of applications, mainly word processing and computer assisted drawing.

6. The quality of learning is satisfactory in most lessons in the senior school. In the junior forms only half the lessons seen were considered satisfactory or better. Pupils had positive attitudes to their work except where teaching and learning activities were not well matched to pupils' needs, interests and abilities.

7. Opportunities for spiritual moral and social development are generally satisfactory. The school places great emphasis on moral education. There is a lack of breadth in cultural enrichment, especially a lack of music.

8. Behaviour is generally good, except where, on occasion, learning activities are not appropriate or supervision is inadequate. Arrangements for recording attendance currently do not match legal requirements. Despite progress made over recent years, the school does not adequately promote the welfare, health or safety of pupils: Year 8 pupils were unaware of the existence or rôle of the independent listener and not all staff have been given adequate induction or training in child protection procedures. Levels of supervision are inadequate. There are times when pupils are unsupervised, sometimes in hazardous environments. Some areas of the school are unsafe, including the design and technology workshop, the art room, and the science preparation room. In this respect the school does not meet the requirements of the Education Act 1996.

9. The school is not efficiently or effectively managed. The leadership does not ensure that the curriculum, staffing and resources are organised and coordinated in a sufficiently planned way. There is a lack of a clear statement of aims for the school, sufficient to generate clear terms of reference to guide development. Teaching is generally competent across the whole age range, but aspects of teaching for the junior pupils are poor.

10. Assessment is superficial. Not all pupils are assessed on entry, there are no regular assessments thereafter, and there is little diagnostic assessment. Records are thin and reports are relatively uninformative in terms of describing the breadth of pupils' achievements or diagnosing solutions to problems.

11. The curriculum is superficially broad and balanced but lacks music apart from some peripatetic instrument lessons. Time allocation to subjects is sometimes eccentric. There is equality of access to the curriculum apart from those pupils whose first language is other than English who have their access to the curriculum diminished by the haphazard way in which English as a Foreign Language (EFL) is provided. Insufficient support is provided to support the work of the lowest attainers and those with learning difficulties.

12. While staffing levels are generally appropriate, there is inadequate cover provided or rotas organised for the effective supervision of pupils; new staff have received no proper induction to teaching or to boarding responsibilities.

13. Resources for learning are barely adequate with many teachers having to provide their own books and materials. Accommodation is generally satisfactory with some areas but junior boys' dormitories at present have insufficient showers and many areas of the school are very cold. Links with the local community are satisfactory, and those with parents of junior and day pupils are developing but those with commerce and industry are underdeveloped.

### **Key Issues for Action**

14. In order to improve the organisation and management of the school and to raise standards, the proprietor/head teacher and staff must:

- a. ensure that there is an efficient rota of sufficient staff to provide appropriate supervision and cover for all pupils at all times;
- b. make safe those areas which currently present health and safety problems: the craft workshops where machines require foot or knee operated emergency stop switches and guards; the art room where the kiln and the insecure storage of glazes require attention; the preparation room where broken glass on the floor and unlabelled chemicals present hazards; junior boys' dormitories require sufficient showers and the school should ensure that rooms are adequately heated;
- c. address the needs of pupils with learning difficulties by ensuring that the special needs co-ordinator has time to assist pupils adequately and to administer a system in line with the Department for Education and Employment's Code of Practice for Special Educational Needs;
- d. appoint and designate posts of responsibility for oversight of areas such as pastoral care, staff development and in-service training;
- e. provide initial and continuing induction for all new staff including those in boarding and particularly ensure that all boarding pupils are aware of the name, rôle and telephone number of the independent listener;
- f. disseminate existing good practice in teaching, improve liaison between

teachers by subject and phase and ensure adequate and appropriate training to meet their responsibilities;

- g. provide a library with sufficient suitable books that is accessible during the day as well as in the evening, and which allows most pupils to borrow books to support their learning;
- h. give more attention to its provision for the significant proportion of EFL pupils and improve this through assessing pupils on entry, liaising between EFL and mainstream teachers and carefully record pupils' progress;

and in order to do this the school must:

- i. write and implement a school development plan that sets achievable targets (priorities) in both short and long term. The plan must identify named persons to co-ordinate each target, it must be costed and establish a clear timescale for implementation, review and evaluation;
- ii. arrangements for recording attendance should be brought into line with the requirements of the Education (Pupils' Registration) Regulations 1995 that the attendance of all day pupils should be registered by a responsible adult for both the morning and afternoon sessions.



## **STANDARDS AND QUALITY**

### **Standards of Achievement**

15. The standards achieved vary between different age groups, between different subjects and even between different aspects of individual subjects. In the lessons observed, pupils in the junior school (Key Stage 1 and 2) achieve standards below or well below national expectations in important aspects of the majority of subjects they study. However, in science, physical education and technology, standards are in line with what would be expected. In the senior school (Key Stage 3 and 4) standards are rather better, and at least in line with expectations in most subjects.

16. This apparent improvement, however, is not reflected in examination results. Success rates vary sharply from subject to subject and from year to year. Overall, though the majority of pupils achieved a grade A-G in at least five subjects, the proportion obtaining grade A-C in at least five subjects is well below national and local averages. Foreign nationals amount to a third of the cohort in Year 11 and take their GCSE a year later.

17. In relation to ability, many junior pupils (Key Stage 1 and 2) achieve less than they should in important aspects of English, geography, mathematics and French. In the senior school, standards in lessons were in most subjects broadly in line with ability. However, the weaknesses in French and English persist. The standard of Chinese and of art is good. Most pupils achieve consistently sound standards in physical education.

18. The key factors contributing to the serious weaknesses identified are: lack of breadth and balance in the coverage of some subjects; inadequate preparation for GCSE examinations; disruption in the teaching staff for science; low expectations.

### **Literacy**

19. Standards of literacy in the school as a whole are uneven. In speaking and listening, pupils develop sufficient articulacy to sustain an ordinary conversation. However, they find difficulty in developing more complicated discussion and argument. Similar deficiencies are found in both reading and writing. In general, most pupils achieve average to below average competence in reading text. Several, however, lack phonic awareness and do not make sufficient progress through the school. The general competence at reading text is not matched by comprehension which is often superficial. Pupils attain average levels of competence in the mechanics of writing, though a significant amount in the junior classes and in Years 7 and 8 is scrappy, desultory and insufficiently sustained. Moreover, the content of what pupils write lacks depth and maturity. This mixed picture reflects the school's approach to literacy, which emphasises mechanics but neglects understanding, and lacks planned and systematic strategies for improvement.

20. Although the writing of the lowest attainers tends to be short and scrappy, standards generally are better in writing than in reading. Most pupils in the upper junior class (Years 5 and 6) have achieved acceptable, joined handwriting, and a number are competent in using ink. Pupils in Key Stages 1 and 2 need more practice in continuous

writing: most of their writing consists of short exercises but a wider range of writing was seen in geography. In Key Stages 3 and 4, writing in English pupils have a more appropriate range of writing and, in preparation for the GCSE English examination, pupils show the ability to write more extensively and often to good effect. They benefit from drafting and re-drafting their work. Writing in science has improved recently as pupils' attention has been directed more closely to effective and organised note-making. Pupils write well in their mathematics coursework and also in physical education coursework. In geography, however, written work tends to be stereotyped. Presentation of work is variable, but where teachers set high standards, most pupils respond well. This is particularly true of pupils for whom English is not their first language. Standards in spelling and punctuation are very uneven; there is a need for agreed and shared policies for the whole school.

## **Numeracy**

21. Pupils receive a generally broad mathematics curriculum, although the time allocated to the subject is inadequate in a number of Key Stages. Most pupils are reasonably competent in number, but the application of mathematics in other subjects of the curriculum is not as extensive as found normally. Pupils standards in information technology are good but in a narrow range of applications.

## **Quality of Learning**

22. Pupils' learning is satisfactory or better in four fifths of lessons but in only just over a half of the junior classes. In a minority of lessons, pupils' learning is poor. Pupils make satisfactory progress in science and art throughout the school. However, their progress is uneven in English and the junior classes and throughout the school in geography and French. Pupils' progress is inhibited when the work is not well matched to their needs.

23. When given the opportunity pupils can make satisfactory observations and record their work well, for example in design and technology at Key Stage 4 and the skill of analysis is developing well in art in Key Stage 3. The application of mathematics is good in Key Stage 4 but less secure elsewhere in the school. Pupils' ability to solve problems is satisfactory in science, but not well developed elsewhere in the curriculum.

24. Most pupils have a positive attitude to their learning and do what is required of them. They can concentrate on the task and co-operate well with each other. In lessons where progress is less satisfactory, pupils become inattentive and poorly behaved.

25. EFL pupils are very well motivated, make good progress and work well but take their GCSE subjects a year later than other pupils, lowering the recorded attainment still further in the GCSE exam results.

## **PUPILS' PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

### **Pupils' Spiritual, Moral, Social and Cultural Development**

26. Pupils' spiritual, social and moral development is satisfactorily promoted and pupils generally respond well. Their cultural development is less satisfactory.

27. The school has a broadly Christian ethos and in assemblies pupils have opportunity for quiet reflection. Religious education (RE), firmly based on Bible stories, also provides good opportunities to learn about world religions other than Christianity, and people whose lives have been influenced by faith. According to the school, boarders have the opportunity to attend Church services on Sundays, but few take up this option.

28. Pupils demonstrate a clear understanding of right and wrong and what is fair. They are expected to respect others and their property and generally respond well. A good lead is given by staff in these matters. In RE, English, and sometimes through drama and aspects of careers education, pupils have appropriate opportunities to consider moral values.

29. Pupils are polite and friendly and work well together. Relationships, for the most part, are good. Boarders provide mutual support for each other. Pupils have duties but limited opportunity to take responsibility. For example, the role and responsibility of the older pupils are ill-defined, although house and sports captains appear to do their work well. There is no school council to provide pupils with experience in making decisions and in taking more responsibility.

30. Pupils' awareness of culture is limited. In art, they have opportunities to consider the work of well known artists. Pupils' visits to places of historic interest, their end of term drama production, and involvement in poetry and literature help to broaden their horizons. Opportunity to celebrate the cultural diversity of pupils is taken at the Chinese New Year when they are able to share the food and customs of those pupils from overseas. However, the lack of timetabled music or other musical activities for the majority of pupils in the school, limits their cultural experience.

### **Behaviour and Discipline**

31. Most pupils are well behaved both in class and around the school but in some junior classes, poor behaviour and lack of punctuality have adverse effects on achievement. Where activities are inappropriate, pupils' behaviour also deteriorates both in lessons and, on occasion, during free time when there is not enough supervision. The staff have discussed bullying and the staff handbook contains useful guidance and a policy. There are some examples of younger pupils being bullied by their peers in situations in which they were not properly supervised and some younger pupils report occasional bullying at times by Year 11 pupils. The rewards and sanctions in the staff handbook leans heavily towards the latter; a system of commendations was started in January 1996 but already appears to have fallen into disuse. Punishments are recorded but very few commendations are made.

## **Attendance**

32. Attendance is good and pupils are generally punctual to lessons despite the dispersed accommodation. Sometimes, the Key Stage 1 and 2 pupils arrive late to lessons which are taught in specialist areas. There is no reported unauthorised absence. Day pupils sign themselves in on arrival and the office staff notifies teachers of any absence at the start of the day. This system and the completion of attendance registers does not match the requirements of the Education (Pupil Registration) Regulations 1995. The pupils are not registered in the afternoon sessions and it is not sufficient for day pupils to sign themselves in unwitnessed by any adult in authority. Both these points must be remedied by the school.

## **Welfare and Guidance**

33. The school is not successful in promoting pupils' welfare, health, safety and guidance issues and the level of supervision. The school has clear procedures for the care of pupils who respond well to these and generally welcome their contact with those who look after them. Pupils are well known to their teachers, to year tutors and to boarding staff. There are general policies for health and safety. There are policies on smoking and bullying, drug education, health and safety in the kitchen, and the use of minibuses. There is a named person with responsibility for child protection. The school has a complaints procedure. There is an independent listener who has visited the school but not all pupils are aware of her existence. There have been links with the local social services department who have visited the school frequently. However the school accommodation presents a number of health and safety hazards some of which have been drawn to the attention of the school during previous inspections.

34. Pastoral care is in the hands of committed members of staff and is generally satisfactory. Each pupil has a year-group and a house. Year tutors have responsibility for identifying and attending to pupils' academic and personal needs.

35. Health education is taught through science at all Key Stages, although it is not fully coordinated. Pupils receive appropriate guidance from subject and careers teachers in choosing courses and there is some timetabled careers education in Year 10 and alongside art in Year 11. There is no formal system of work experience.

36. Boarders are well known to the boarding staff. Most boarders report that they are happy at the school and parents frequently mention their childrens' increased confidence. There is a suitable range of activities, mostly sports with some additional more informal walks but there is very limited choice in the range of activities available and most are compulsory. While there is a system of pupils' duties and their privileges increase with age, it is not clear that their responsibilities increase correspondingly, or that pupils take a full part in making decisions within the houses; for the sixth form this results in the provision being more akin to a hostel rather than a boarding school. Duties are undertaken by the majority of pupils; these include helping to keep the school tidy and assisting in the dining room.

37. New boarding staff receive very little formal induction and training from the

school to aid their pastoral responsibilities, including child protection, although one member of the boarding staff had a week's training as part of an initial teaching course. Supervision of boarding houses is stretched very thinly so that, for example, when boarding staff are on duty in the sports hall, there is no cover provided within the boarding house for which they have responsibility.

38. The standard of welfare does not meet the requirements of the Education Act 1994 as amended by the Children Act 1989.

39. Key points for action include:

appointing staff to designated posts of responsibility for oversight of areas such as pastoral care, child protection, staff development and inservice training;

providing initial and continuity induction for all new staff, including those in boarding houses;

ensuring that all pupils are adequately supervised at all times with an efficient rota of sufficient staff to provide supervision and cover.

## **THE SCHOOL'S GOVERNANCE AND MANAGEMENT**

40. Quantock School is not effectively or efficiently managed. The proprietor/headteacher and his wife have dedicated many years to the running of the school. Other members of the family have various teaching and non-teaching responsibilities. Over recent years, the school has had to react to various external factors such as requirements of the Children Act 1989, the introduction of the National Curriculum and a reduction in numbers of pupils. These factors have had serious financial implications for the school. There has been growing acknowledgement among staff that changes are necessary. However, the organisation and management of the school has not kept pace and the leadership does not ensure that the necessary changes and developments are planned for, implemented and monitored in a co-ordinated way.

41. Over the last eighteen months some developments, such as statements on bullying, staff practices and pupils' behaviour, have been written and included in a staff handbook. Staff have begun to hold in-service training days to discuss curricular matters. Similarly, a weekly staff meeting allows teachers, and on occasion boarding staff, to raise issues. There are no formally designated posts of responsibility and development depends too much on reacting to circumstances and individual teachers' initiative and goodwill, rather than on co-ordinated forward planning.

42. There is no clear statement of aims in the prospectus or other documentation. This means that planning, for example, for subject schemes of work, lacks any agreed terms of reference. A school development plan has been written very recently. It is a list of diverse and wide ranging areas for development but it is not a working document. A school development plan is needed which clearly sets out prioritised targets, with set timescales and financial implications. Individuals should be identified to oversee the procedures for monitoring and review and given sufficient time to undertake their duties.

43. The management of subjects varies unacceptably. Some subjects are not co-ordinated and do not have schemes of work while others, for example RE, PE and English have useful working documents which take account of the National Curriculum.

44. Although the office staff work hard to pass on information, communication is poor; for example there is no proper system for dealing with the planned absence of a teacher and there is no boarding duties rota, so children are sometimes left unattended.

45. Financial planning rests with the proprietor. Provision of resources is dealt with on an ad hoc basis and relies too much on requests from individual teachers. This makes forward planning difficult and is not efficient practice.

## **QUALITY OF TEACHING**

46. In just over three quarters of lessons seen the quality of teaching was satisfactory or better; it was good or very good in just over a quarter. The quality and

effectiveness of teaching improves as pupils progress through the key stages: it was good or very good at Key Stage 4 in over 90 per cent of lessons, but satisfactory or better in only 65 per cent at Key Stages 1 and 2.

47. The objectives of lessons are generally clear, particularly in Key Stage 3 and 4 English, Year 8 history and juniors' information technology. The range of teaching methods is narrow. This at times leads to underachievement for example in English and modern languages. In English, RE, science and on a field trip, work was planned to fit the attainments of different pupils in the class. This is not, however, as common as it needs to be. Subject specialists with a largely senior school background sometimes have difficulty in pitching their teaching correctly and using the time constructively when teaching juniors; quite often expectations for the younger pupils are too low.

48. Teachers' subject knowledge is usually good, particularly in Key Stage 4. The school needs to undertake a programme of monitoring and evaluating its teaching, based on clear, objective principles.

## **ASSESSMENT, RECORDING AND REPORTING**

49. There is no school policy on how pupils' work should be assessed and recorded, nor does any teacher have overall responsibility for this aspect of the school. This results in too wide a variation in practice and quality. The lack of co-ordination also leads to some important gaps in the school's records of pupils' achievements. These are important omissions and mean that the school does not have a comprehensive and accurate record of the achievement of individual pupils. The co-ordination of assessment practices needs urgent attention.

50. The school has no marking policy, but pupils' work is usually marked conscientiously and in some areas, for example design and technology, helpful corrections and comments are made. In other cases, for example art, teachers are good at giving instant and valuable feedback to pupils during lessons.

51. Reports are issued to parents each term following school examinations. The teachers' comments indicate that pupils are well known to them but they are largely focused on the efforts and attitudes of pupils. There is little to indicate how well the pupils have achieved.

## **THE CURRICULUM**

### **Quality and Range (see Appendix II for details)**

52. There are no clearly stated aims for the school curriculum, nor any guidelines about the allocation of time to the various subjects taught. This results in some unevenness of time provision. For example, only two hours 15 minutes time a week is allocated to mathematics in the older Key Stage 2 class, but generous allocations of three hours 25 minutes are given to PE and two hours 40 minutes to geography. Attention needs to be given to ensuring that more appropriate time is given to each subject.

53. In Key Stage 3 pupils take a broad range of subjects, including mathematics, English, science, PE, art, design and technology, drama, geography, history and RE. French is also taken, except by some pupils who take English as a foreign language. Pupils also spend some lessons with the headteacher. At present there is no provision for class lessons in music. The time allocated to French is inadequate, that for PE and art is over-generous, at the expense of mathematics.

54. In Key Stage 4 all pupils take mathematics, English, science, PE and careers, although some pupils from Hong Kong are not entered for English GCSE. Pupils may take up to five subjects including Chinese. Given that some pupils take separate sciences as well as English Literature, the range of GCSE subjects taken is from seven to 12. The organisation does not ensure that all pupils have a broad and balanced curriculum. For example, of the present Year 11 cohort, only two are taking a modern language.

55. There is no planned approach to providing cross-curricular themes, though aspects of health and sex education are undertaken in science. Prep or homework is regularly set and marked. It is usually used to extend classwork and is helpful to the learning of those pupils who do it properly.

56. There is no overall co-ordination of the curriculum and much is left to individual subject teachers. This results in too much inconsistency in the quality of planning, both across and within subjects, for example English and modern languages.

57. The organisation of the timetable needs attention. Most lessons are taught in double periods and for some subjects, and with the younger pupils, this is not helpful. Furthermore, the inappropriate distribution of lessons throughout the week hinders the continuity of pupils' experiences.

### **Equality of Opportunity**

58. The school does not have an equal opportunities policy. The staff handbook and prospectus mention the need for mutual respect among different groups in the school, but there is no evidence of equal opportunity issues such as gender, ethnicity or disability being addressed anywhere in the school.

59. The school aims to give all its pupils equal access to the curriculum. Subject teachers have the main responsibility for identifying pupils with special educational needs, and at times such pupils may miss significant numbers of lessons from some subjects. Provision of English as a foreign language needs to be looked at on a whole-school basis and planned accordingly as a significant aspect of the curriculum.

### **Provision for Pupils with Special Educational Needs**

60. There are no pupils with statements of special educational needs for physical or sensory disabilities or for learning difficulties. An increasing number of younger pupils, however, are arriving at the school with various degrees of learning difficulties, and a



number come having started the process that may lead to statementing.

61. The school has recently appointed a co-ordinator for special educational needs, but she is a part-time teacher and has been allocated only four lessons a week for this work. There is no clear process whereby the school identifies individual learning difficulties. The number of such pupils may be as high as 20 per cent, on the basis of the assessment of staff and direct observation. There is a need for pupils to be tested soon after entry to the school, in order that their needs may be assessed and the school can make an informed decision about how best to meet these needs. Careful consideration needs to be given also to the records pupils bring with them.

62. Varied amounts of help are given to pupils with different educational needs by class teachers. Some provide work which is appropriately varied to meet different needs, but this is not universal.

63. Less able pupils do not make sufficient progress because the school does not currently address the needs of pupils with learning difficulties by ensuring that the special needs co-ordinator has time to assist pupils adequately and administer a system in line with the Department for Education and Employment's Code of Practice for Special Educational Needs.

### **Extra-Curricular Activities**

64. There is satisfactory provision of extra-curricular activities, mostly sports but with science, cooking, some drama, and walks; most activities are compulsory so there is very limited opportunity for pupils to choose within the range of activities available. Pupils report that not all the activities mentioned in the prospectus are now available to them.

### **TEACHING AND NON-TEACHING STAFF**

65. There are seven full-time and eight part-time teachers, representing the equivalent of 11 full-time teachers. The pupil teacher ratio is very favourable at the equivalent of 7.7 to 1. In several subjects, in particular mathematics, science and art, teachers take full advantage of the small teaching groups to provide good individual attention to pupils.

66. Overall, there is a satisfactory match between teachers' qualifications and the subjects they are currently teaching; however, the lack of appropriate qualifications has an adverse effect on the quality of some of the work in English. A lack of professional training in teaching leads at times to a narrow range of teaching methods. In most cases, there is a suitable spread of experience. In English and art, well qualified and suitably experienced teachers are efficiently raising standards in Years 7-11; however, some of the teaching in art and geography in Years 4-6 is less effective in raising standards because the teachers have little experience of teaching younger children. Deployment is generally satisfactory but does not make optimum use of expertise in English. There are inconsistencies in the amount of non teaching time allocated to teachers; some have insufficient time to plan lessons and organise accommodation

and resources.

67. The school has just started a system of appraisal of the work of teachers and there is no formal review of the needs of staff for in-service training related to the teaching of their subjects or their personal and professional development. There is no technician or ancillary support in the science laboratories and this has severe effects on conditions in the science preparation room.

68. Housemasters and mistresses have little previous experience in boarding and receive insufficient guidance on their work; there are no job descriptions. There is no formal induction programme and no duty rota; time off is arranged on an ad hoc basis.

## **RESOURCES FOR LEARNING**

69. Resources for learning are just adequate for most subjects but are poor in history. Much PE equipment is worn and needs replacement. There is a shortage of practical mathematics apparatus in the Upper Juniors. Information technology resources are very good. TV and video recorders are available and well used. Suitable textbooks are available, and used satisfactorily, in most areas. Teacher prepared materials, including worksheets and other photocopied printed texts, are used extensively and well. However, on too many occasions, individual teachers find themselves extensively supplementing the provision with their own books and other materials. This unsatisfactory state of affairs extends to extra-curricular activities, such as cooking.

70. The access to library facilities is restricted. The "headmaster's library" is only open for limited times each evening and not all pupils are allowed to borrow books. This library contains some useful reference and fiction stock but its inaccessibility to pupils restricts their opportunities for research and wider reading to support their learning.

71. Boarders have good access to the computer room and to the sporting facilities through the activities after school. There is limited provision for leisure activities in senior boarding houses' and common rooms.

72. The arrangements for allocating resources to subjects is not efficient. They rely on requests from individuals rather than on planned expenditure relating to the overall needs of the pupils and the curriculum.

## **PREMISES AND ACCOMMODATION**

73. The premises are suitable and the extensive and pleasant grounds offer good provision for outdoor activities. There are sufficient teaching rooms and most subjects are taught in designated specialist rooms. Specialist accommodation is good in science and physical education but poor acoustics in the sports hall make it difficult for pupils to hear teachers' instructions. Several rooms, notably those used for geography, history and religious education, contain good displays of stimulus and reference

materials and pupils' work. The general condition of teaching rooms is satisfactory but there are some deficiencies. Heating is inadequate in several classrooms, in particular, those used for art and design and technology. There are some safety hazards in science, design and technology and art.

74. Overall, boarding accommodation is good. Pupils sleep in small dormitories or in single or shared bedrooms. Rooms are clean, warm and have adequate storage; many are decorated with posters and toys according to pupils' own tastes. There are adequate kitchen areas, but kettles and other cooking utensils are used in some bedrooms and dormitories; this should be discontinued. There are sufficient toilets, showers and, for the girls, baths but several showers in the boys' boarding area are not in working order. Common rooms are adequate in size and in the recreational facilities they offer but heating is inadequate in all social areas and many other places are cold.

75. The school must make safe those areas which currently present health and safety problems: the craft workshops where machines require foot or knee operated emergency stop switches and guards; the art room where the kiln and insecure storage of glazes require attention; the preparation room where broken glass on the floor and unlabelled chemicals present hazards.

## **LINKS WITH PARENTS, AGENCIES AND OTHER INSTITUTIONS**

76. There is no strong tradition of parental involvement with the school. Links with parents are developing. Regular open days are held and newsletters and reports are sent out. Most parents consider that parents' evenings are worthwhile and helpful. About half the parents who responded to the questionnaire do not feel encouraged to play an active part in the school and over a third felt that they did not have a clear understanding of what was taught. Contact with parents is limited but teaching and care staff are available at the beginning and end of each term and at half term by appointment. There is no parents' association providing social events or opportunities to take part in fundraising activities. Parents of day pupils have the opportunity for appointments with teachers. A small number of parents assist in junior school classrooms although some day pupils' parents have offered to assist with sporting fixtures and activities.

77. Links with the local parish council are strong and there are good connections with Quantock Hill Park Rangers. The school has responded to social services inspections. There are few links with industry and commerce. The school has recently withdrawn from membership of Independent Schools Association. Useful links have been established with Bridgewater College where the sixth form students from the school take part in GNVQ and other courses. There is some use of the school's facilities by local sports clubs and the local choral society.

## **SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION**

### **Art**

78. There is some good work in art, but it is within a narrow range of painting and drawing with the exception of some ceramics. Standards in Year 7 to Year 9 are good, in Year 10 and Year 11 satisfactory, and in Year 5 and Year 6 less than satisfactory. Pupils make good progress as a result of well organised and challenging lessons and they learn valuable drawing and painting skills. Teaching is good in this subject. Practical demonstrations by the teacher form the core of the lessons, and good support is given to individual pupils as they work. GCSE results in 1996 were good in relation to national averages.

79. The school's documentation describes a set of worthwhile aims for art, which include the provision of a range of activities: drawing, painting, collage, printmaking, modelling, constructing and graphic design. However current resources and equipment prevent all but a narrow range of drawing and painting from being covered. There are no facilities for printmaking or graphic design, and construction and modelling resources and equipment are not currently available. Book resources for art are very limited. Accommodation is adequate in size but is not well planned and is in poor decorative order. Lighting and heating are inadequate. Ceramics facilities present some health and safety hazards: the kiln and the insecure storage of poorly identified glazes. Attention now needs to be given to these factors if standards are to rise across the full range of art activities which the school describes in its curriculum plans.

### **English**

80. The GCSE results in English in 1996, with 12 per cent of Year 11 pupils obtaining grade A-C, were low. Although results the previous year were much better, the 1996 results appear in line with the current work of Key Stage 4 pupils.

81. Achievement is mainly lower than that of pupils of comparable age nationally at all Key Stages, but is generally in line with pupils' abilities with some underachievement at Key Stages 2 and 3. At Key Stages 1 and 2, standards in speaking and listening are about average. While pupils can talk to visitors, for example, their fluency in discussion is limited and under-developed. Their standards in reading are average to below average. A number of pupils lack phonic awareness and understanding. Writing is about average, but varies widely in standard. Pupils make insufficient progress in developing their written composition. Many Key Stage 3 pupils also find sustained discussion difficult. Work on comprehension shows many pupils with a range of problems. Some writing is scrappy, desultory and insufficiently sustained but by Year 9 there are signs of general improvement. Oral standards at Key Stage 4 benefit from a good range of opportunities. There is a tendency, however, for insufficient thought and preparation in reading and justifying conclusions. These pupils study literature and a number can write competent literary essays. A significant number show low levels of comprehension of plot and characterisation. Some Key Stage 4 pupils write well, but most make substantial mistakes of expression, sometimes seeming to be unable to learn from these.

82. Pupils' progress in learning in English is uneven in Key Stages 1 and 2. Pupils need more strategies for improvement. The situation is better in Key Stages 3 and 4, and pupils respond particularly well to specialist teaching although there is some underachievement especially by weaker pupils, at Key Stage 3. In drama pupils tend to start work from a basis of little experience; although skills take time to develop, pupils are enthusiastic and the older ones showed initiative and determination in some Christmas plays. Throughout the Key Stages pupils appear amenable and well behaved in lessons. Many have to learn how to co-operate, but older pupils are generally well motivated.

83. Teaching at Key Stage 1 and Key Stage 2 is generally poor in this subject. Too much English teaching of the younger pupils is broken up into exercises out of context. For example on spelling, comprehension and reading, when co-ordinated spelling does not grow out of reading or composition work. Within such a framework there is no structured programme of phonic teaching to help meet the range of needs revealed in pupils' reading and writing. The work set is not matched to the range of ages and abilities in these classes, so it does not enable higher as well as lower attaining pupils to make the progress of which they are capable. Marking needs to be more broadly interpreted and not confined to correction. The teaching of the older pupils is of good quality, appropriately specialist and usually well planned. Split classes, however, in Key Stage 3 are not helpful, and liaison between teachers is found difficult. The teaching of drama is encouraging, with a good sense of how the subject works and progresses.

84. There are various schemes of work for English at different ages: they need to be brought together by agreement of the teachers of English. They contain a number of good features which should be enhanced by agreed principles. The rationale for deploying staff to teach English also needs attention. There is a good range of resources in the English base, but these are not always available to pupils taught elsewhere. There is a danger of excessive use of worksheets. Some helpful drama accommodation is used, with appropriate lighting and curtaining.

### **English as a foreign language**

85. These pupils' standards of achievement in English are below the national average, but they compare quite well with the standards achieved by other, similarly placed pupils seen in English schools. Their progress is generally very encouraging. There are also examples of pupils who have previously undertaken courses in English as a foreign language and since become successful overall in mainstream English lessons. Pupils in these lessons show a good quality of learning. They quickly become competent learners and show a healthy approach to improving their knowledge of and ability to use the language. Attitudes are first rate with, at times, an impressive drive to raise standards: some pupils attend extra lessons during their free time. There is, however, a reluctance on the part of pupils to take initiatives. The teaching is done by a single, part-time specialist. It is well-judged, appropriate, effective and supportive. The lessons have good variety, offering experience in speaking and listening, writing and usually reading. The teaching would be even more effective if there was a clearer rationale in the timetabling of lessons, decisions about need were not left to individual subject teachers, there was more testing on entry to ascertain pupils' levels of English,

there was closer collaboration between work on English as a foreign language and the mainstream curriculum, and there were opportunities for English as a foreign language support in the mainstream curriculum with joint planning.

86. Although the structure for provision needs improvement, the teaching done is of good quality.

## **Geography**

87. Standards of achievement are in line with national expectations at Key Stage 3 but are slightly below these at Key Stage 1 and 2 and in Key Stage 4. Standards are in line with pupils' ability for most Key Stages, except in the juniors where there is insufficient provision made for the range of aptitude of pupils present and expectations are inappropriate. As a result less able pupils find it difficult to cope. Results at GCSE are below national norms at Grades A to C and in the proportion of candidates awarded Grade A. Pupils facing learning difficulties have no support other than that which the class teacher can provide.

88. The quality of learning is sound but, in juniors poor timekeeping had adverse effects on pupils' achievements. In Key Stages 1 and 2 pupils are not participating in learning experiences which match their level of maturity and learning skills. Learning is generally satisfactory in Key Stage 3 and 4 except at times in Year 11 where expectations are sometimes unrealistically high.

89. Pupils are taught by appropriately qualified teachers but the range of experience is limited. Lessons are carefully planned and prepared with generally clear objectives but they sometimes lack variety in the range of activities.

90. The subject is effectively co-ordinated across the age ranges; the scheme of work contains clear objectives and programmes of study but they are not expressed in such a way as to encourage evaluation of the subject provision or to address whole school issues. There is very little opportunity to discuss and observe other practitioners. Resources are just adequate but there is little use of information technology by pupils in this subject.

## **Mathematics**

91. Standards of work in the senior school are at least satisfactory and some work is good. In the junior school they are barely satisfactory.

92. The younger pupils in the junior school achieve a poor understanding of number in relation to their age. The wide range of ages in the class is not helpful, although this is catered for to some extent. The older pupils in the junior school work at a level beneath that which may be expected, particularly the more able pupils.

93. In the senior school, most pupils are generally knowledgeable and comfortable with their work. The range of attainment is wide; for example, in Year 8 some pupils acquire an understanding of elementary statistics whilst others struggle with simple numbers. However, most pupils make good progress in understanding and using

mathematical skills and achieve in line with their capability. In Year 7 pupils can measure length and record their results in decimal notation; they have an understanding of rotational symmetry, but have not yet acquired the skill of using a protractor. Pupils in Year 9 have a good understanding of number in standard form and are able to use patterns in numbers to formulate solutions.

94. Pupils in Year 10 and Year 11 have a good spirit of enquiry. Particularly when working on their GCSE coursework, they show a willingness to investigate aspects of mathematics and achieve well. Results in the GCSE in recent years have been above the national average. Pupils are well motivated and willing to learn and co-operate with each other and their teachers.

95. Standards of teaching in the senior school are satisfactory. Pupils are given much individual help and advantage is taken of the small teaching groups. There is good questioning of pupils to probe their understanding, a positive working atmosphere and a good pace to the work. In the junior school there is some under-expectation and lack of challenge in some of the work set and the need is for greater remediation of pupils' difficulties. There has been little involvement by staff in in-service training in recent years.

96. The assessment of pupils' work is variable, both in quantity and quality. In the senior school pupils are tested regularly, although the tests are not always sufficiently matched to the needs of the pupils. Pupils' written work is marked regularly, but does not always indicate how they might improve their performance. For some junior pupils there is no record of what they have done or how well they have achieved.

97. There is a need to co-ordinate the subject more effectively across all year groups. For example, a good scheme of work is available for teaching the senior pupils, but not for the juniors. The day-to-day administration is good, but there are no long-term plans for the development of work. The time allocated to mathematics in Year 5 and Year 6 is inadequate. In the senior school it is barely sufficient, but the use of two double periods limits the number of lessons per week to only two. Consideration needs to be given to increasing this time and using some single periods.

98. Resourcing in the senior school is adequate. Routine texts and some practical apparatus are available, although the use of information technology and practical work is limited in scope. In the junior school there is a shortage of books and equipment and this affects the quality of work.

## **French**

99. Standards of achievement are below the national average in Key Stages 3 and 4. Pupils in Key Stage 3 have a poor understanding of spoken French; with prompting, they are able to say one or two sentences about themselves but accents and intonation are poor. In reading, they demonstrate satisfactory understanding of simple texts and dialogues. In Year 9 they are able to write simple descriptions but they produce a narrow range of writing and use a narrow range of tenses and constructions. At the end of Key Stage 4, standards of listening comprehension and oral work are still very low. Standards of reading are below the national average; pupils are able to understand

notices and simple information leaflets but are unable to cope with more extended material because of their poor grasp of vocabulary and tenses. Written work continues to be narrow in range. Results in public examinations are quite good for the very small number of pupils who take them. Only five pupils took the exam in 1996 and five the previous year.

100. Pupils in both key stages are under-achieving because the work does not provide sufficient challenge for them. Pupils in the lower juniors have learned a small amount of information about France and a few are able to join in a French song; in relation to their ability, standards of achievement in learning and using the French language are low.

101. The quality of learning is poor. Progress is unsatisfactory in the development of language skills. Pupils show little ability to apply their knowledge to unfamiliar situations. The majority of pupils participate satisfactorily in lessons and cooperate well with each other in pair and group work. Pupils in Year 11 display a poor attitude to homework.

102. The overall quality of the teaching is poor. It is patient and encouraging and demonstrates good knowledge of the subject. A good command of spoken French provides a good model for the pupils but the use of the foreign language is not sustained sufficiently during the lesson. Pupils spend too much time copying sentences and making drawings. The teaching provides insufficient opportunities for pupils to extend their reading, hear a variety of native speakers and speak the language themselves; it lacks strategies to help pupils to extend their answers beyond one or two words and improve their pronunciation. Lessons in the junior classes lack clear linguistic objectives.

103. The time allocated to the subject is insufficient to allow pupils to have a reasonable chance of achieving standards which are in line with national averages. Timetabling is poor. There is a need to develop the range of teaching resources available and to make more effective use of those which are already in the school.

## **Physical Education**

104. Standards achieved in Key Stage 1, Key Stage 2 and Key Stage 3 are generally in line with the national expectations. Individual skills are sound and sometimes good in basketball (Year 8 and Year 9). The best performers understand the patterns of attacking and defensive play: the remainder are developing these skills but are deficient in pivoting and 'faking' which would bring shape to their general play. The timing and co-ordination of movements and qualities of expression in dance of junior and Year 7 pupils are undeveloped. The majority of pupils achieve at levels appropriate for their abilities.

105. Overall, the quality of learning is at least sound in swimming. Partner and group work are productive. The concentration span of the majority allows them to benefit from periods of practice, except in dance where some pupils are not involved. In several lessons pupils demonstrated progress in their learning.



106. The teaching is satisfactory with some weaknesses in dance. Lessons have clear objectives and the content is introduced progressively. Most lessons are taught at an appropriate pace but there are occasional dead spots when explanations are overlong. Similarly the levels of expectation though mainly sound do show variation: tasks in dance and for the able group in basketball need to reflect a more careful observation of pupils' needs. More could be asked of pupils to observe and evaluate each other's work.

107. A broad and balanced curriculum is gradually being established which is guided by the National Curriculum. All pupils of statutory school age take part in lessons and a GCSE course has recently been introduced. The curriculum time allocated to the subject is very high; blocks of 90 minutes are not suitable for all activities or for many of the younger age groups. This together with the wide age range of many teaching groups and the deployment of staff need reconsideration. Assessment objectives are becoming more aligned with the National curriculum and a recording system introduced. This will improve the information in reports about what pupils know and can do. The department is organised by two suitably trained and qualified staff. A handbook has recently been compiled containing schemes of work and policies which has the potential to guide the planning of work. Extra-curricular opportunities are satisfactory to good. Inter-school competitions however are not as well established as the activities programme involving all pupils in various clubs and inter-house competitions.

## **Science**

108. Standards of work in the senior school are at least satisfactory and some is good. The little work seen with the junior pupils was satisfactory. Results in the GCSE have been very variable over the last two years, with good results in physics in 1996, but poor results in biology and chemistry. In 1995, the picture was the exact opposite.

109. Pupils make good progress in their lessons, but their overall progress has been hampered by disruption in staffing in recent years. They have a good attitude to learning, are well motivated and interested in the subject. Pupils can carry out tests on food for protein and starch, although not all have a clear sense of purpose. Some pupils in Year 9 are able to hypothesise about the effects of heat on mixtures of elements. By this stage they are beginning to develop the skills of writing about their experiments, something which appears to have been missing from their previous experience. The work in Key Stage 4 is less secure, partly because some pupils are learning language as well as science. The standard of written work is very variable, ranging from very good to poor.

110. The teaching is always satisfactory and some is good or very good. Lessons are well planned, appropriately resourced and conducted at a good pace. The quality of exposition is good; pupils are taught through clear and firm instructions, as well as through the use of questions to probe their understanding. A good emphasis is placed on pupils' understanding of scientific vocabulary, with those pupils learning English as a second language receiving appropriate help.

111. There has been considerable disruption in staffing in recent years. For

example, at the time of the inspection the main science teacher was absent through sickness and his place taken by a supply teacher. The two current science teachers are relatively new to the school. Although it is reported that improvements have been made in the last few years, there is still a need for greater co-ordination of the subject. There is, for example, no overall scheme of work which indicates policies and practices in the senior school, nor are there any long-term plans. The science teachers have no technical support and therefore have to spend valuable time maintaining laboratories themselves.

112. There are some weaknesses in the assessment and recording of pupils' work. Pupils are tested in Key Stage 3 and their project work is marked and recorded. However, in Key Stage 4 there is no record of what pupils have done, or their achievements.

113. Pupils are taught science for an appropriate time, except that those in Years 2-4 have only 80 minutes. The curriculum is broad but, at the time of the inspection, there was no physics being taught owing to staff absence. This also meant that the science club did not operate.

114. Resourcing for science is generally satisfactory, but there is a shortage of resource books for pupils. The accommodation is very good: there are three laboratories and good storage space. However, one storeroom is very untidy and constitutes a safety hazard. Also, the fume cupboard in the chemistry laboratory does not function properly.

## **Technology**

### **a) Design and Technology**

115. In Key Stage 3, the standards of achievement within the limited range of materials available is very variable: practical skills are generally satisfactory or better; knowledge and understanding of tools, materials and processes are usually satisfactory but pupils are not good at applying this knowledge to new situations. Designing and planning skills are generally weak. Drawing skills vary widely.

116. In Key Stage 4, examination results in CDT:Design and Realisation are good, but 1997 is the last year that this syllabus is available. The achievement of a few of the pupils is excellent with design portfolios showing sound development of ideas, ambitious manufacturing proposals and accurately produced artefacts. Others are less confident in their design proposals and achieve more modest results.

117. The quality of teaching is generally satisfactory with concentration on craft skills within the lessons. Learning objectives for this area of the curriculum are not clear; there is no current overall Scheme of Work and no development plan for the future. Currently pupils' experience is a mix of 'craft' activities and a pre-National Curriculum craft, design and technology (CDT) course. The school needs to decide what are the aims and objectives for this area of the curriculum for the future.

118. Behaviour and attitudes are universally good and pupils co-operate in

discussion and practical work. Most pupils enjoy their work and some spend a lot of their free time on practical making activities.

119. Work is regularly marked and it usually provides pupils with sound information of their errors, and about how their work might be improved and praises high achievement. Records of this achievement are less secure.

120. Urgent action needs to be taken to remedy a number of health and safety hazards in the workshops area.

## **b) Information Technology**

121. Standards in this subject are good across a narrow range of applications, mainly involving word processing and computer assisted drawing. Pupils take the Cambridge Information Technology assessments with some success. Standards are good in lessons seen at all key stages; pupils of all ages receive appropriate challenge.

122. The quality of learning is good at Key Stages 1 and 2. Pupils become proficient in simple word processing and enjoy incorporating pictures into their texts. At Key Stage 4 word processing skills are obtained through an appropriate range of activities. Pupils make good progress and become proficient independent users of information technology to quite high levels.

123. There is an appropriate number of computers and software to support those courses taught. There is a CD-ROM available in the library and a computer dedicated to careers; there is as yet limited use of the technology for investigation by pupils. The subject is taught by experienced staff with expertise across a range of applications appropriate to those skills taught. The subject shares two co-ordinators but is not taught across the curriculum. Some further training and experience of other applications would enable a broadening of the information technology curriculum.

### **APPENDIX I**

#### **Data and Indicators**

##### **PUPILS AND STAFF**

Number of Pupils

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Boys	Girls	Total
2	0	2
1	0	1
3	0	3
5	4	9
5	1	6
2	3	5
8	6	14
4	5	9

Year 10

4	4	8
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Year 11

12	5	17
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Main School Total

46	28	74
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Lower Sixth

5	5	10
---	---	----

Upper Sixth

	1	1
--	---	---

School Total

51	34	85
----	----	----

Number with special educational needs

10
----

Number of bilingual students

29
----

Number receiving EFL support

15
----

Destination of Leavers

TYPE OF INSTITUTION	1	2	3	4	5	6	7	8	9	10	11	12	13
Independent											1		
CTC													
SCEA									1			1	
LEA maintained			1			1	2	3	2	1	1		
Grant maintained													
Sixth Form College											6		
Further Education													
Higher Education													
Specialist Academies											1		
Training												1	
Employment											2		
Other								1			1	1	
<b>TOTAL</b>			1			1	2	4	3	1	12	3	

TEACHING STAFF

Full-Time

Part-Time

Full-Time Equivalent

9
5
11

Ratio of Pupils to Teachers (PTR)

Teacher to Class Ratio

1:7.7
1.51

Average Teaching Group Size

PHASE NO	
KS1	6
KS2	9
KS3	9
KS4	9

OTHER STAFF

Care Staff/Medical

Support Staff

Clerical/Administrative

Caretaking/Maintenance/Cleaning

TOTAL

FULL TIME	PART TIME
3	2
4	3
	3
	13
7	21

PUBLIC EXAMINATION RESULTS: GCSE

	SCHOOL RESULTS	SCHOOL RESULTS
	1996	1995
Percentage of pupils:		
Entered for 5+ GCSEs	80%	100%
Achieving 5+ grades A-C	26.7%	50%
Achieving 5+ grades A-G	80%	100%
Entered for 1+ GCSEs	100%	100%
Achieving 1+ grades A-C	86.7%	87.5%
Achieving 1+ grades A-G	100%	100%

It should be noted that a third of the cohort are pupils from Hong Kong and take their GCSE a year later.

## APPENDIX II

### THE CURRICULUM

#### KEY STAGE 1

SUBJECTS AND COURSES	Yr R		Yr 1		Yr 2	
	a	b	a	b	a	b
art					90	
D&T					90	
drama					-	
English					365	
geography					120	
history					95	
IT					40	
PSE					80	
mathematics					270	
modern lang 1					40	
music					40	
physical ed					240	
religious ed					80	
science					80	

#### KEY STAGE 2

Yr 3		Yr 4		Yr 5		Yr 6	
a	b	a	b	a	b	a	b
90		170		170		170	
90		90		90		90	
-		80		80		80	
365		405		405		405	
120		160		160		160	
95		90		90		90	
40		90		90		90	
80		-		-		-	
270		135		135		135	
40		40		40		40	
40		-		-		-	
240		205		205		205	
80		80		80		80	
80		170		170		170	

Subjects are listed in minutes per week

Column a: minutes per week taught to all pupils

Column b: minutes per week taught to some pupils



KEY STAGE 3

SUBJECTS AND COURSES	Yr 7		Yr 8		Yr 9	
	a	b	a	b	a	b
art	160	-	160	-	170	-
D&T	160	-	80	-	160	-
drama	80	-	80	-	80	-
English	180	90	270	90	180	90
geography	170	-	170	-	180	-
history	180	-	170	-	170	-
IT	80		90	-	90	-
mathematics	180	-	170	-	180	-
modern lang 1	-	90	-	90	-	90
physical ed	205	-	205	-	160	-
religious ed	90	-	90	-	80	-
science	160	-	170	-	260	-
Politics						
Careers						
GCSE PE						

KEY STAGE 4

Yr 10		Yr 11	
a	b	a	b
-	180	-	180
-	170	-	180
-	-	-	-
260	-	160	80
170	-	-	160
-	160	-	170
-	40	-	90
180	-	180	-
-	140	-	140
170	-	170	-
-	-		
340	-	350	10/160
			90
80			90
	90		90

Subjects are listed in minutes per week

Column a: minutes per week taught to all pupils

Column b: minutes per week taught to some pupils.