

INSPECTION REPORT

ST ANDREW'S CE HIGH SCHOOL

Worthing

LEA area: West Sussex

Unique reference number: 126094

Headteacher: Mr S Jewell

Reporting inspector: Mr A Byrne
OIN 2561

Dates of inspection: 21 May – 24 May 2001

Inspection number: 184181

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Voluntary Aided

Age range of pupils: 12 – 16 years

Gender of pupils: Boys

School address: Sackville Road
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West Sussex

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Appropriate authority: The governing body

Name of chair of governors: Mrs L Evans

Date of previous inspection: 04 / 12 / 1994

INFORMATION ABOUT THE INSPECTION TEAM

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2561	Tony Byrne	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards? The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p>
9472	John Edmond	Lay inspector		<p>How high are standards? Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
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10209	Vincent Gormally	Team inspector	Design technology	
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21331	Vera Grigg	Team inspector	Art	
12885	John Hunt	Team inspector	Mathematics	
12121	John Mallinson	Team inspector	English English as an additional language	
25748	Roger Moyle	Team inspector	Physical education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's is a Church of England boys' comprehensive school with 540 pupils on roll. It is situated amongst mixed housing in the eastern suburbs of Worthing. In recent years, there have been significant changes in the intake of the school. Following a period of declining numbers on roll, there is now an established pattern of parents making the school their first preference and there are more than double the number of pupils in Year 8 compared with Year 11. The school remains much smaller than average for a secondary school. The boys are mainly of white U.K. heritage; 4 per cent of pupils are of other white heritage and just over 2 per cent of other ethnic heritage. The percentage of pupils identified as having special educational needs (25.8 per cent) is above the national average and the percentage of pupils with Statements of Special Educational Needs is in line with the national average. The proportion of pupils who speak English as an additional language is low, though this increased recently, when the school received a small number of pupils who were refugees. The proportion of pupils eligible for free school meals is broadly in line with the national average; the proportion has declined as the intake of the school has changed over recent years.

HOW GOOD THE SCHOOL IS

St Andrew's is a good and improving school with very good features and well-founded aspirations to excellence. Results peaked in 1998; results in 2000, the most recent year for which results are available, dipped to a level almost 10 per cent below the school's main target and were below the national average. However, the ethos of the school is very good, staff morale is high and there are realistic and ambitious plans to improve learning, resources and accommodation. Teaching is very good. The curriculum is responsive to pupils' needs and their interests are well looked after. Leadership and management, particularly the leadership of the headteacher, who inspires his colleagues with confidence, are very good. The school is in good heart, popular with parents and pupils, and governors and senior staff are clear-sighted as to what can be achieved. Governors know the school well and check that best value is being obtained as far as possible in all matters. The school is fully aware of its Christian mission within the local community and beyond. Its stakeholders and partners are confident that development in the right direction is taking place. Taking into account that results are not high enough at the end of Year 11 and the high cost per pupil, due to the small number on roll, current data alone does not present as favourable a picture as will be found by visiting the school. Nevertheless, there are sufficient very good features to represent a transformation for the better in terms of effectiveness, especially the standards being achieved in Years 8 and 9. The school is providing good value for money.

What the school does well

- Enables pupils to achieve high standards at the end of Key Stage 3 and exceptionally high standards in art and drama in both key stages.
- Sustains rapid improvement through the excellent leadership of the headteacher, with the whole-hearted support of senior staff, other staff and governors.
- Promotes equal opportunity and the involvement of all pupils, working in partnership with their parents and the community.
- Provides well for the moral and social development of pupils through very good relationships and opportunities for personal responsibility, alongside very good systems to support good behaviour.
- Offers very good teaching and supports the learning of pupils with special educational needs particularly well.
- Provides a wide range of high quality extra-curricular experiences.

What could be improved

- Results obtained at the end of Key Stage 4; standards of literacy and presentation in Key Stage 3.
- Teachers' expectations of pupils' performance in Key Stage 4 and in average-attaining sets in Key Stage 3.
- Management of the time pupils spend with tutors, including the content and teaching of personal and social education (PSE).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1994, after which action was required to develop independent learning skills, to match tasks to pupils' abilities, to improve assessment, to raise standards in geography, create more balanced schemes of work and to develop self-evaluation by departments. Good progress has been made in all matters, although, with a changing intake, results at the end of Key Stage 4 are not as good. The drive to improve literacy, the use of information and communication technology and effective setting of homework have developed study skills. Teaching is better and placing pupils in ability sets has gone some way to help teachers match tasks to pupils' abilities. Assessment is used well to make pupils aware of what they must do to improve. Standards in geography are good and improving. The curriculum is well-balanced and departments review performance and set goals regularly.

STANDARDS

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

Performance in:	compared with				Key	A B C D E
	all schools			similar schools		
	1998	1999	2000	2000		
GCSE examinations	B	C	D	D	well above average above average average below average well below average	

Results are better at the end of Year 9 than at the end of Year 11, very clearly reflecting the rising attainment profile of the school's intake. At the end of Year 9, standards are well above average in mathematics and science and they are above average in English. The school is focusing on standards of literacy and there is still considerable room for improvement. Standards in numeracy are average, although better in Years 8 and 9 than in Years 10 and 11. At the end of Year 11, results are below the national average and below those of similar schools. However, in lessons and work seen there is convincing evidence of improvement and standards are now mainly satisfactory or better. Standards are particularly high in art, drama and physical education and science is rapidly improving. In subjects where standards have been low there has been significant improvement. In 2000, GCSE results in English language and mathematics were below average; in science, results were slightly above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; most pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Good and rarely unsatisfactory. Pupils respect their teachers and are proud to represent their school well in the neighbourhood.
Personal development and relationships	Pupils get on well with their teachers and with one another. Personal development is very good.
Attendance	Good and improving on previous levels.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen, overall	Very good	Good	N/A

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

Teaching is very good and at its best in Years 8 and 9, where in more than 80 per cent of lessons seen it was good or better. Teaching was good in Years 10 and 11 in 67 per cent of lessons. It was very rarely unsatisfactory. Teachers' strengths are good subject knowledge and careful planning within the school framework of lessons, which always begin with a clear statement of what is to be learned and end with a review of what has been achieved. This good practice reinforces learning and motivates pupils with a sense of purpose and achievement. Teachers have good relationships and high expectations of behaviour. Very occasionally unsatisfactory behaviour on the part of a few pupils in Year 10 goes unchallenged and gets sufficiently out of hand to disturb learning. English, mathematics and science are taught well, with particular strengths in science, where the pace and challenge are good. A major school priority to improve literacy is leading to a useful emphasis on the skills by teachers. Numeracy is given less attention but is dealt with competently by staff as it arises. Some teachers are incorporating the use of computers into lessons; this is done well in history. Pupils with special educational needs are given appropriate support for their learning and the contribution of classroom assistants is very effective. Pupils who are learning to speak English as an additional language are given support to enable them to join in fully. Teaching is outstandingly good in art and drama, where pupils are challenged to achieve mature responses to the subjects. Although there are no major areas of weakness in teaching, the expectations teachers have of pupils are not high enough in Key Stage 4 and in some lessons taught to average-attaining pupils in Key Stage 3.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with appropriate developments in Key Stage 4; very good links with the community and very good extra-curricular activities
Provision for pupils with special educational needs	Good, with particularly effective support from classroom assistants.
Provision for pupils with English as an additional language	Very good; for example, some Kosovan pupils were prepared for GCSE examinations within a brief time.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, with excellent provision for moral development. The emphasis on the cultures of other countries is not as strong as other elements.
How well the school cares for its pupils	This is a strength of the school. Care is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher has transformed the ethos and reputation of the school. He is well supported by senior staff, and middle management at department level is good.
How well the governors fulfil their responsibilities	The governors use their well-founded knowledge of the school to support it and to achieve best value. They care very much about parents' views and maintain a high level of communication and availability.
The school's evaluation of its performance	The school analyses data to good effect and sets appropriately challenging targets. Teaching is monitored effectively, to secure consistent good practice.
The strategic use of resources	Resources have been developed well and there are clear plans for further improvement of accommodation and facilities. Staffing is good, well matched to the curriculum and recruitment is well managed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good reputation of the school • The leadership of the headteacher • The regular setting and marking of homework • Information about their sons' progress • Support for special educational needs 	<ul style="list-style-type: none"> • Parents had no serious concerns

The inspection endorsed the parents' positive views about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, results in National Curriculum tests at the end of Year 9 were well above the national average in mathematics and science and above average in English. Results declined to their lowest point in 1999 when the tests were taken by the current Year 11, followed by a sharp rise in the results of the current Year 10. Overall, standards across Years 8 and 9 were in line with or above national expectations in over 70 per cent of lessons and fell below what is expected nationally only in the work of pupils of below average ability.
2. In GCSE examinations, results in 2000 were below the national average and below similar schools with, for example, only 38 per cent of pupils gaining five or more passes at grades A*-C. This indicator fell from a high point of 50 per cent in 1998 and was well below the target of 47 per cent set by the school. However, given the attainment of those pupils on entry, results did represent the satisfactory progress made by the majority. For pupils reaching the end of Year 11 in 2001 and 2002, the school has set targets of 48 per cent and 63 per cent gaining five or more passes at grades A*-C, reflecting the higher standard of work seen. Standards are in line with or above national expectations in over 70 per cent of lessons.
3. The explanation of the pattern of results, especially in the light of the high standards of work seen during the inspection, is found in the changing attainment profile of pupils entering the school. The 1998 GCSE results were obtained by a year group who entered the school before a decline in its popularity as a first choice of school. The 2000 results were obtained by pupils who entered the school in 1996, at a time when the roll had begun to decline, as some parents sought to place their sons at alternative schools. This situation has been reversed since the appointment of the present headteacher and for some time now the school has enjoyed a good reputation. The number of pupils in Year 8 is more than double the number in Year 11 and 100 per cent of the parents or carers of younger pupils made this school their first preference.
4. Pupils enter the school with levels of attainment across the full range of ability and broadly average for the age group, according to results in National Curriculum tests at the end of Year 6, for the past two years. There is less reliable data available on the attainment on entry of older pupils, but it is clear from work seen that the ability range represented in Years 10 and 11 contains a smaller proportion of pupils with above-average ability. When they begin Year 8, some pupils have had limited experience of several National Curriculum subjects, particularly design and technology, information and communication technology (ICT) and modern foreign languages.
5. In English, standards are rising amongst younger pupils, so that by the end of Year 9 they are just above the national average. However, at the end of Year 11, standards and GCSE results are below average in English, though in line with the national average in literature and very high in drama. In mathematics, standards are well above average at the end of Year 9 and in line with the national average at the end of Year 11, although GCSE results dipped in 2000. In science, standards are well above the national average at the end of Year 9 and close to average at the end of Year 11. In information technology, standards are in line with national expectations by the end of Year 9 and above average by the end of Year 11, but in business studies, standards are below average.
6. In art, standards are above average at the end of Year 9 and well above average at the end of Year 11. Standards are above average in design and technology at the end of both Years 9 and 11. Standards in geography are above average at the end of Year 9 and have been improving to about the national average at the end of Year 11, although the 2000 GCSE results dipped. In history, attainment is in line with national expectations at the end of Year 9 and below at the end of Year 11, but there is a rising trend. Standards are average in modern foreign languages at the end of Year 9, but are above average for boys; attainment is below average at the end of Year 11, but is improving. Attainment in music is below average at the end of Year 9 and broadly average on the part of pupils who continue their studies to the end of

Year 11. In physical education, standards are above average by the end of Year 9, rising to well above average by the end of Year 11. GCSE results in 2000 were not quite as high as standards seen in lessons.

7. Standards of literacy reach the nationally expected level, despite weaknesses in presentation, spelling and punctuation. The school has recently made a great effort to try to redress these weaknesses. A literacy group representing all departments has met frequently, organised staff training with a visiting speaker, issued guidance for improvement, and evaluated progress. Writing frames are a key feature of the teaching approach for pupils with SEN, and are commonly used in English, mathematics, science and design technology. Teachers in all subjects ensure that pupils understand the technical terms associated with their subject and these are displayed on the classroom walls in English, science, mathematics and history. Some departments, notably art, history, geography and information technology encourage pupils to discuss their work and thus improve their standard of speaking and listening. Some departments provide few such opportunities. But in all subjects pupils can understand the textbooks and absorb the necessary information, though few encourage pupils to read aloud. The library offers a wide range of books and is well used by teachers taking classes there in lesson time and by pupils who are made welcome in breaks and after school. Standards in reading are not an impediment to learning but weak basic skills in writing may be holding pupils back in examinations.
8. Pupils have average competence in numeracy, although standards are relatively higher in Years 8 and 9 than in Years 10 and 11.
9. Pupils who are gifted and talented are encouraged and make satisfactory progress. Some participate in the LEA project designed to draw attention to the benefits of higher education ("Coastal Highways").
10. Pupils with special educational needs make good progress and achieve standards that are good, taking into account their previous attainment.
11. Pupils who speak English as an additional language make very good progress. For example, some pupils who arrived from Kosovo were quickly inducted and enabled to take a range of GCSEs with considerable success.

Pupils' attitudes, values and personal development

12. The last inspection report noted that pupils' behaviour in lessons and around the school was sound and contributed positively to learning. Pupils were courteous to staff, visitors and each other and followed school rules and conventions.
13. Pupils really enjoy coming to school. Attitudes to learning are very positive, especially when the standard of teaching is high and the teacher has consistently high expectations and fully engages the attention of the class, as seen in all departments, especially in some art, history and science lessons. All year groups show interest and involvement in their lessons and pupils apply themselves both to their work and to the extensive range of extra-curricular activities; some of the youngest pupils regard lessons not just as work, but also as enjoyment. Year 9 pupils are very proud of the school's tapestry and mosaics. Negative attitudes are displayed at times by a small number of pupils, mostly those of lower ability in Year 10. The pace at which pupils work, including most of the less able, is often good in all subjects and sometimes very good, for example, in modern foreign languages. However, the pace of lessons for middle ability groups is sometimes too gentle to be sufficiently challenging. In the main, pupils have a desire to improve their work and they take pride in the finished product. This was certainly evident in two Year 8 lessons: in food technology, where pupils were making open sandwiches, and in mathematics where they were applying their mathematical skills to designing and making an Easter egg container. Pupils' capacity to work independently and to persevere is high and many examples of pupils taking responsibility for their own work were seen in lessons.
14. The overall standard of behaviour in class is good, with pupils responding positively to firm management in, for example, physical education and modern foreign languages lessons. Both pupils and parents consider that staff successfully maintain high standards of behaviour, and the inspection findings generally support this view. The quality of behaviour in 79 per cent of

lessons seen was at least good, and very good or excellent in 33 per cent. Behaviour was unsatisfactory or poor in only 5 per cent of lessons and this usually occurred where the teacher failed to inspire or control a small group of lower ability pupils, notably in Year 10, when the quality of learning deteriorated rapidly. However, high standards of behaviour in class prevail overwhelmingly with pupils displaying a sense of urgency and pace. Pupils co-operate well and generally concentrate hard. The quality of behaviour and of pupils' attitudes makes a major contribution to learning.

15. Behaviour round the school is civilised. Pupils behave sensibly when arriving at and leaving school and most wait patiently for classrooms to be opened. They negotiate the crowded, narrow staircases between lessons without incident, under adult supervision. Pupils behave well at break time and when queuing for and eating lunch. Respect for property is good: there is very little litter. No graffiti was seen on buildings or furniture, nor was any vandalism noted.
16. Last year, the number of exclusions was rather high, especially in Year 11: 4 permanent exclusions and 46 temporary ones, relating to 39 pupils. However, the numbers have almost halved during the current year and the numbers of pupils attending detention sessions has reduced from about 30 to single figures. The school has introduced sensible measures for identifying those at risk of exclusion and for doing all it can to keep them at school. Most exclusions last for only two to three days and pupils are reintegrated unobtrusively through the pastoral support programme. The school maintains proper records of exclusions and follows the LEA reporting system.
17. The school impresses on new pupils and their parents the need to consider others, and most pupils react very positively. There are very few examples of oppressive behaviour in the lower school, though some bullying occurs higher up. All the lower school year groups interviewed are confident that, if bullying is reported, the school deals with it fast. In Year 10, though, pupils felt that the school could still improve on safeguarding pupils, even though they acknowledged the vigilance that is maintained. Respect for others' feelings, values and beliefs is high, particularly in the lower school, and pupils are sensitive to the needs and feelings of others. However, a small proportion of pupils lack understanding of the impact their actions have on others. For example, a few boys in Year 10 choose to be unaware of the disruptive effect of shouting out or making loud irrelevant comments in lessons. One or two appear arrogant or display an unattractive 'laddishness', which detracts from the tolerant and supportive society that the school overwhelmingly manages to promote.
18. Many pupils take an active part in the day-to-day life of the school, as seen in the enthusiastic support for the school council, whose advice is welcomed by senior management, and which manages its own small budget. There are opportunities throughout the school for pupils to take responsibility, such as library assistants, school council representatives and house team captains. Pupils take up the school's wide range of popular extra-curricular activities with great enthusiasm.
19. Relationships amongst pupils and between staff and pupils are very good. Pupils are courteous to one another and friendly to staff. Year 11 pupils remarked on the school's 'upbeat' ethos. Pupils relate positively to one another and work well together in lessons, particularly in pairs. They react politely when addressed and are friendly and helpful to visitors. Throughout the inspection they co-operated positively with inspectors.
20. At the time of the last inspection, pupils' attendance was reported to be good and their punctuality was closely monitored, with appropriate action taken. Attendance over the last two years has remained steady at 92.0 per cent and 91.8 per cent, which is slightly above the national average. The school has improved a little on this level so far in the current year to 92.5 per cent. In 1999/2000 authorised absence at 6.9 per cent was below the national average and unauthorised absence at 1.3 per cent was slightly above the national average (1.1 per cent). So far this year, unauthorised absence has been reduced to 0.8 per cent. High attendance has a very positive effect on the attainment and progress of pupils. The legal requirements for recording and reporting attendance are fully met.

21. Pupils generally display a responsible attitude to punctuality. Their time-keeping at the start of the day is good and they return from breaks punctually. The daily registration and tutor periods start on time, but because the timetable splits them into three blocks of 10 minutes each, much of that time is wasted.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. Teaching is almost always at least satisfactory and is often of very high quality. Teaching is at least satisfactory in 97 per cent of lessons observed and is good or better in 75 per cent of lessons. It is very good or excellent in 39 per cent. Teaching is at its best in lessons in Years 8 and 9, where over 80 per cent of teaching is good or better, yet teaching is also good in Years 10 and 11, where 67 per cent of lessons are taught well. Teaching is unsatisfactory in only three per cent of lessons. A whole-school approach to setting out what pupils will learn at the start of the lesson and reviewing at the end is working well to make pupils aware of what they should do. Learning is consolidated and provides a sense of achievement. Expectations held by teachers are usually high. However, on a very few occasions, a few staff do not insist upon appropriate behaviour by Year 10 classes. Furthermore, not enough is demanded of all pupils. This applies particularly to those in Years 8 and 9 in the middle of the ability range.
23. Teaching is generally good in English, with the exception of a few unsatisfactory lessons; preparation is thorough and classes are well managed. In drama, which is located in the English curriculum area, teaching is excellent. Teaching in mathematics is good in both key stages. In science, teaching is frequently very good and teachers' use their expert subject knowledge well in questioning pupils with whom they have very good relationships. The teaching in art is inspiring; a passion for the subject combined with understanding of pupils' needs and effective use of resources motivates pupils to an exceptional extent. Teaching of geography is good with very good features; teachers use varied and interesting resources. There is very good use of ICT in history and teachers are very successful in structuring lessons to leave pupils with a sense of achievement. Teaching is good in both information technology and business studies. Sharing effective techniques contributes to good teaching in modern foreign languages. In music, teaching is consistently satisfactory. Teachers build on their very good subject knowledge and very good relationships with pupils in physical education to create independent learning opportunities at all levels of ability.
24. Outstanding teaching was seen in art, where the teacher inspires almost all pupils to want to succeed, and in drama, where the teacher opens pupils' minds to new ideas about people, as well as fostering high levels of performance skills. The teaching of physical education is consistently very good and pupils are encouraged and developed at all skill levels. There are few weaknesses in teaching. Just occasionally, some staff do not challenge disruptive behaviour early enough and in a few lessons the pace of learning is not lively enough.
25. The headteacher and other senior staff monitor the quality of teaching effectively and many staff have had opportunities to observe others and reflect upon good practice as part of the school's well-organised programme of action research.
26. Most teachers use assessment well in class to select pupils for questioning and in marking to set clear goals for improvement. They are aware of pupils' comparative performance and rate of progress. Teachers generally set appropriate goals and provide the right support for classes and groups of pupils of similar ability. This aspect of teaching is least effective with middle ability groups; pupils at either end of the ability range are appropriately challenged and supported. Teachers make very effective use of homework to support learning. It is relevant and is set and marked regularly.
27. Staff teach pupils who have special educational needs well and learning assistants make a particularly effective contribution in lessons in which they provide support. Appropriate assistance is given to pupils who have English as an additional language and they make good progress. Gifted and talented pupils are encouraged to achieve their full potential. Teachers are well aware of the school's emphasis on literacy in Years 8 and 9; they make reference to related matters frequently and are aware of how weaknesses continue to detract from the level attained by many of the boys. Opportunities to teach numeracy are taken, but good practice in

this skill area is less common. Some staff make very good use of ICT in teaching, but not all do so.

28. As a result of the very good teaching, pupils concentrate and learn well. Almost all pupils make at least good progress. They are developing a broad range of skills, though in both key stages writing is a weakness. Pupils are well known by staff, leading to very good relationships. The great majority of pupils are well-motivated to succeed.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

29. The school provides a good range of high quality learning opportunities. In addition to the National Curriculum requirements, the curriculum also provides drama, business studies, personal, social and health education, and careers education including work experience. There is considerable enhancement of learning for all pupils because of the very good quality of extra-curricular activities, and from the contribution of the community to pupils learning. All pupils in Years 10 and 11 are given an ambitious GCSE programme. In addition a good range of choices is offered to these pupils. For example, significant numbers choose new courses or new approaches to learning that prove to be worthwhile and relevant to them. Overall, the curriculum provides good preparation for adult life.
30. The school arranges pupils in ability sets for many of their lessons in Years 8 and 9. This system is effective because subject teachers consistently organise different work so as to meet the needs of pupils with different levels of attainment. High-attaining pupils cover topics in more detail. Low-attaining pupils have the benefit of smaller classes. The subjects using this arrangement are English, mathematics, science, and modern foreign languages. Other subjects use different arrangements, which are equally effective in that no group is disadvantaged and learning is good. Progress of pupils with special educational needs is good during Year 8 and 9, across the full range of subjects.
31. All pupils in Years 10 and 11 have access to the full curriculum offered by the school. The school is making good use of the flexibility allowed by the revised National Curriculum to create a variety of approaches in this key stage. The school provides well for the varied interests and aptitudes of older pupils. The limitations to the curriculum provided for Key Stage 4 do not have a major impact on learning and opportunity. These limitations are that the school only offers full GCSE courses, and no use is made of more limited accreditation such as Certificates of Achievement. However, a further strength is the care taken to make effective provision for individuals with specific needs or interests. The school is rightly proud that it entered a handful of refugee pupils for GCSE, even though they were very newly arrived in England. As in Years 8 and 9, the progress made by pupils with special educational needs is good in Years 10 and 11.
32. Lessons last one hour. Teachers for all subjects make sound use of this length of time. For example, in art, the hour is used well, even though longer periods would provide an additional opportunity to settle into creative tasks; and in modern foreign languages, teachers succeed in maintaining the focus over the full hour. The time allocations to subjects each year are appropriate. However, the additional time spent in tutor groups at the end of the day is not used effectively.
33. The strategies for teaching the basic skills of literacy are good. Teachers have been made aware of pupils' needs and of how to create opportunities to develop the requisite skills. The strategies for teaching numeracy are satisfactory. Mathematics lessons include these skills to a satisfactory extent so that pupils skills are at least satisfactory and sometimes good. Elements of numeracy are covered in various other subjects. However, the school has not set up a well-structured strategy for numeracy. Liaison with middle schools does not sustain clear continuity and progression about what numeracy provision should be provided for Year 8. This is an oversight rather than a serious weakness because, overall, the curriculum provision is strong.
34. The provision of extra-curricular activities is very good. They include Christian Union, drama, art, computers, science, technology, and a fine diversity of other specific interests. There are ample opportunities to follow many interests and much is done to foster study and extension work. Most pupils in the school participate somehow, so that this element of provision is an asset to the school

as a whole. Provision for sport is very good, with many opportunities over a very good range of competitive sport, fun and relaxation, and practice sessions. The benefits include many instances of pupils sharing significantly in the responsibility for important elements of the provision. Many pupils benefit from joining the impressive array of visits and residential experiences, which are on offer during every pupil's time at the school. Examples include Year 9 adventure week, sailing camps, fieldwork for geography, visits designed for the more able in Year 10 and many visits to theatres, museums and galleries. The initiatives, which foster study and extension work, are very good because they include so many pupils, and they cover the full range of abilities. Pupils with SEN and others use clubs including help with homework and spelling, and a breakfast club. Gifted and talented pupils benefit from chances to join the LEA's very able pupils' enrichment programme, from summer schools for creative writing, a technology project, and activities linked to both music and art. Study opportunities include revision clubs at certain times of the year. The library is open daily from 8.15 am to 5 pm, including lunchtime. Many pupils use and value the library. Arrangements are in place to meet the interests and needs of specific small groups and even individuals. These include support to integrate pupils for whom English is an additional and new language and encouragement to some to attain GCSE in their other languages.

35. The links with the community and with other sectors of education are very good and several extra-curricular activities have community links. Examples include pupils who coach sport in middle schools, and help at those schools' Sports Days - some of which are held at St Andrew's. Pupils help at Literacy Summer Schools. Local groups attend major school productions and school bands entertain at local events. The school hosts arts events. Charity initiatives are well supported. The school is active in links with local Churches. All middle schools sending pupils to St Andrew's are contacted. As a result, the school has good quality information about each individual entrant. The school is keen to know what topics pupils have covered before starting at the school. As yet it does not find enough detail to manage continuity and progression well, largely because it receives pupils from such a large number of schools and because there is no agreed programme for all subjects among these schools. Links with all relevant post-16 providers are very good.
36. The school has an effective personal, social and health education (PSHE) programme; it includes good provision for sex education, and good attention to drug misuse. The impact of these two elements of provision is good because of thorough planning of how to handle the issues, and because they are taught by expert and effective teachers. For example, a topic such as puberty with Year 8 gives plenty of information but also makes sure pupils come to terms with the changes they are to experience as they become adult. When Year 11 pupils consider relationships they are expected to consider their responsibilities as adults from a very grown-up perspective. A further strength in PSHE is the successful integration of the chosen topics with religious education, to promote a broad approach. Tutors teach some elements of PSHE in form time. This element of provision requires more detailed co-ordination to make sure the quality of this work is as effective as the other elements.
37. There is good provision for work-related education, including careers education and guidance. Two groups of pupils, one in each of Years 10 and 11, choose an option that allows them to spend one day per week on work experience with local employers. The Year 10 pupils value the option and see it as good preparation for their adult roles as workers. It is also valuable as a motivator about schooling, much needed by some pupils in this group. All pupils in Year 11 have very well managed work experience, so that they gain useful insights into both their own behaviour, and the world of work. All pupils have timetabled careers lessons from Year 9. The programme is very good because it is very well structured and because it is very expertly taught. In addition, pupils have sufficient access to expert advice from the local independent careers service.

Spiritual, moral, social and cultural education

38. The school makes good provision for the spiritual development of the pupils. The ethos of the school is one of inclusion and mutual support and opportunities for reflection can be found in many areas of the curriculum, notably in art and drama, as well as around the school through the planting, artwork and water features that are well-maintained and appreciated by the boys. Termly prayer sheets and prayer meetings provide opportunities for staff and pupils to meditate, and the St Andrew's Day Eucharist provided a period of reflection and spiritual awareness for all the school. The school's sensitive response to the death of one of its pupils earlier this year demonstrated the depth of spiritual support that is available at such times. The study of poetry

in English enables pupils to raise awareness of their spirituality, as does the study of such wonders as the rainforest in geography. The boys who visit the war cemeteries in Europe experience a profound moment that helps to put the horrors of war into clear focus. In art, pupils explore the relationship of art to the individual, and consider how it contributes to people's understanding of God. Assemblies are held on most days and generally include a time of reflection or brief prayer, to which the pupils respond well. Local clergy lead the assembly on some occasions and when they do there is a clear Christian message. A weekly hymn and opportunities to read or perform provide an opportunity for the boys actively to participate.

39. The school makes excellent provision for the moral development of the pupils. The school has a well-known code of behaviour and pupils are actively encouraged to contribute towards the support of their peers. A recent unfortunate incident was seen not only as a failure by the boy concerned, but also as a failure by the school and pupils in not encouraging the boy in positive actions. Pupils are encouraged to support those in need of help, from the paired reading scheme in school, to community projects such as the hospice for sick children. The school council takes a lead in identifying worthwhile projects, and recently two boys travelled to Kenya to deliver financial and moral support for a local clinic. Assemblies make a strong contribution to the moral development of pupils and help to promote the moral values of the school. Opportunities to consider moral issues are presented in many areas of the curriculum; for example, in drama, pupils appreciated the opportunity to explore current issues in a sensitive and mature environment. In history, pupils consider the personal self-sacrifice of such people as Oscar Schindler and the moral questions raised by the Holocaust and by the use of the atomic bomb on Hiroshima. Moral issues are also discussed in geography, where pupils consider the conflict of interest involved in the siting of reservoirs or in the use of fresh water in third world countries. During personal, social and religious education lessons pupils explore the dangers of drug abuse and the importance of taking personal responsibility and informed decision-making. The staff set a good example by treating pupils fairly and consistently.
40. The school makes very good provision for the social development of the pupils. There is a wide range of clubs and regular activities as well as concerts and productions that involve large numbers of boys in short-term projects, which develop their confidence, co-operation and self-esteem. The involvement of the local girls' school enables the boys to develop their social skills and to learn to work collaboratively with a wider range of individuals. The links with the middle schools enable the boys to take mature supporting roles, for example, as hosts for the Year 5 'kit car' competition and in joint projects. There are good opportunities for the boys to take responsibility in the school council, and in charity fund-raising, as well as in the library and in the peer education for drug awareness. Pupils have the opportunity to achieve the 'Young Leaders Award' and the thriving sports teams provide very good opportunities for social development and community spirit. Opportunities to develop skills for life are presented during food technology and in the extra-curricular food club. Through the successful work experience placements and the work-related curriculum, the school makes good provision for pupils to become familiar with the world of work.
41. Opportunities for the cultural development of pupils are good in relation to their own community and through art, music and drama. Pupils use local and London art galleries to explore the work of different artists such as in the 'People Watching' exhibition in Worthing. The 'artist in residence' made a considerable impact and the millennium mosaic is testimony to the pupils' inspiration. Pupils are encouraged to learn a musical instrument through the availability of subsidised beginners' lessons and a high proportion of the pupils participate in the school's performances. A range of music is performed, from 'swing' to Vivaldi and the orchestra performs in concerts and in support of school productions such as *Grease*. In English and drama, pupils are exposed to the literature of different cultures and pupils are encouraged to develop their own writing talents. Visits to the theatre are a valuable experience for the pupils. Pupils explore the cultures that underpin some of the world's major faiths. However, other opportunities to explore non-western cultures are very limited. The display in the corridor reflecting the languages of the world is very informative and attractive. In art, pupils have the opportunity to consider culture over time, from the time of ancient Egypt to the present day. Mexican design is used as a stimulus for print design and, in music, pupils study the music of Indonesia, Africa, India and South America. The link with the clinic in Kenya is clearly a good opportunity for raising awareness of a very different culture. However, there is little evidence around the school of celebration of the variety of cultures that make up Britain today.

Consequently, the overall contribution of the school to the cultural development of the pupils is satisfactory, but not as strong as other aspects of provision for personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. At the time of the last inspection it was reported that the school promoted the welfare, health and safety of its pupils effectively, with good systems in place to ensure their overall health and well-being. All staff were familiar with guidance on child protection issues. The pastoral work of the school was well organised, with a well-structured programme for those in the lower school, but less opportunity for upper school form tutors to work with their pupils. There was an effective personal, health and religious education programme and careers guidance was organised efficiently.
43. Pastoral care is delivered very effectively through a year structure, overseen by heads of upper and lower school. In order to maintain continuity of pupil care and to develop positive relationships with parents, tutors progress with their tutor groups right up the school, while heads of school retain their positions. This allows the head of lower school, for example, to build long-term contacts with the middle schools. High standards of support and guidance for pupils and of provision for their welfare make a very positive contribution to educational standards and help pupils to feel happy and secure. The school has a welcoming and friendly atmosphere. Pastoral staff know their pupils very well and pupils confidently turn to them or other members of staff for help. The high quality of co-operation and liaison between all staff on pastoral matters is an important feature of the school. Pupils appreciate greatly both the academic and personal support given. Parents welcome the school's comprehensive arrangements for introducing new pupils in Year 8. The good arrangements for transfer to further education or for training for employment ensure that pupils move on with confidence.
44. The school complies fully with child protection guidelines, and liaison arrangements with social services and other external agencies are very good. The school supports pupils with special educational needs effectively to meet the targets set in Individual Education Plans and statements.
45. The school has developed a very comprehensive system for ensuring that it complies with legal requirements for health and safety and risk assessment and for bringing concerns about health and safety to the notice of the appropriate staff and governors. Provision for medical care and first aid are very good, though sick pupils do not have a medical room where they can lie down. Regular tests are carried out on equipment. The school responded quickly when notified of a couple of minor health and safety concerns. Those pupils questioned all know the evacuation procedure in the event of fire.
46. The school operates very effective measures for monitoring and improving attendance. Procedures for monitoring and promoting discipline and good behaviour work very well and pupils consider them fair. Staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are fully realised by the standards of behaviour observed round the school. The procedures for dealing with bullying and oppressive behaviour are effective in the lower school, where bullying is rare and then usually of a minor nature. Pupils in those year groups and their parents are happy that inappropriate behaviour is dealt with rapidly and effectively. In the upper school, however, Year 10 pupils report that staff are not always aware of some bullying that takes place.
47. At the previous inspection, assessment, recording and reporting were regarded as good, with very good whole-school guidance. Teachers' assessments were accurate and consistent and they provided helpful general feedback. However, subject-specific feedback and marking were variable, but with good practice in English, art and modern foreign languages. Effective structures were in place to monitor progress, but not enough use was made of the data available. The potential of analysing examination data to inform action plans for raising achievement was not being fully realised. Reports to parents were regular and met statutory requirements. The inspectors complimented the school on the pupils' contribution to reports, although they noted that it did not always focus on achievement or identify strengths and weaknesses.

48. The school continues to make headway in setting out clear procedures for assessing pupils' attainment and progress and these are supported by extensive informal staff contact. Assessment procedures inform both teachers and pupils of the progress being made and provide a firm basis upon which to plan future lessons and to underpin teaching and learning. Marking is mostly regular and thorough, with helpful comments often being used, for example, in science. There is a good example of assessment promoting the continuity and quality of learning in history, where the grades given are closely linked to National Curriculum levels, self-assessment and target-setting. In modern foreign languages, assessment procedures are very good, with routine topic-by-topic assessment. Assessment procedures are particularly good for pupils who have special educational needs, with excellent links to the Individual Education Plans and statements of special need, and manageable and achievable targets being set. Progress towards them is monitored systematically.
49. Overall, procedures for monitoring and supporting pupils' academic progress are very good, particularly in art, modern foreign languages, history and ICT, while those for supporting personal development are good. Subject teachers know their pupils well and maintain thorough records, which ensure a full picture of pupils' strengths and weaknesses. There is positive, regular feedback to pupils in most subjects, but especially art, to help them to improve their grades. The school has recently introduced a new system whereby pupils are involved in assessing their own progress and jointly agreeing targets with staff; these targets will be entered into the homework diaries next term, so that each pupil has a clear focus for his own development and contact between home and school is improved. Self-assessment is a valuable part of the process and is a spur to achievement. Strengths are singled out for commendation and prompt support is given to pupils who need it through individual meetings with their teachers and tutors. The system will shortly be improved further when the school's grading system is replaced by reporting attainment against National Curriculum levels and predicted GCSE grades.
50. The programme for reports and parent-teacher consultative evenings is very well thought out and provides for the exchange of good quality information that helps to improve the performance of the pupils. Pupils in all year groups have both an interim and a full annual report. Parents and pupils may, therefore, measure the progress made and jointly decide what needs to be done. The National Record of Achievement maintained by older pupils is very informative and thorough. It gives a very good account of each pupil's achievements in all aspects of school life.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The last inspection report noted that links with parents were good, supported pupils' learning, and enriched the curriculum and the spiritual life of the school. Parents were kept well-informed and supported school events. The parents of new pupils especially appreciated early contact with teachers.
52. Parents are particularly positive about the very marked overall improvements in the school since the arrival of the new headteacher. Parents representing all year groups confirmed their view that their children enjoy coming to school. Parents consider that rising standards are helping their children to make good progress and they think that behaviour has improved greatly, a view generally confirmed by the inspection. They see teaching as good, particularly for art, English and history, although a few of those attending the meeting expressed some concerns about the quality of mathematics teaching and of presentation in workbooks. Parents acknowledge that pupils are expected to work hard and have to undertake a substantial amount of homework. Most think the quantity set to be about right, though a minority tends to disagree. However, parents think that the school caters well for pupils of all abilities, and parents of pupils with special educational needs believe their children make good progress. These views were borne out by the inspection.
53. Parents are comfortable about approaching the school, which has increasingly high expectations of pupils and which is good at helping them to mature. They welcome the extensive pastoral help and guidance offered to their children and they are kept well-informed about progress. They consider that the school works closely with them and they feel welcome in school, though the numbers playing an active part in its life is not high. They think that the

school provides an interesting range of extra-curricular activities. A significant factor, clearly recognised by parents, in the school's developing success is the quality of leadership.

54. The school's relationships with parents are strong and its links with parents, which it monitors carefully, are very effective. Staff meet the great majority of parents during each school year and there is some consultation with parents on matters of general interest, for example, on the home-school agreement. However, the use of regular contact is not frequent. The school does hold occasional parents' information meetings on subjects of specific interest, and it actively encourages them to make informal contact at any time. Parents are invited to a wide range of musical and dramatic productions, sporting events, and other activities.
55. The school keeps parents very well-informed. It produces lively, interesting documentation, such as the prospectus, a monthly newsletter and the annual governors' report. Its induction documentation for new parents is clear and helpful, and the homework diary contains much useful basic information about the school. The school is developing its Internet website, and some parents are already communicating by e-mail. There is a clear booklet on choosing subject options at the end of Year 9.
56. The quality of reporting, both written and oral, to parents on pupils' progress is very good. Year 8 parents are informed early in the year about initial progress. All pupils receive a short, snappy, interim report followed up by a detailed end-of-year report, which includes the targets agreed with pupils. Parents are generally happy with the amount of detail provided by the reports, which meet statutory requirements. Most end-of-year reports evaluate performance effectively, but a few teachers use the comment section more to put grades into words than to set out what pupils understand, know and can do; others are too vague or do not make clear which elements of a subject the pupil has studied. All departments now report the agreed targets, but some, such as art, are particularly detailed and effective. Pupils' reports are properly reviewed with parents, and parents of those with Statements of Special Educational Need or with Individual Education Plans are fully involved in the review of progress.
57. The contribution of parents to children's learning at home and at school is very good. Parents have the opportunity to keep themselves informed about their children's homework and to support day-to-day progress through the pupil planner. They are encouraged to use this to maintain a dialogue with the school and tutors check to ensure that they do. Attendance at parents' evenings and the school's social and cultural events is good, although there are few parent volunteers and they only support outings. However, a hardworking Parents and Staff Association helps at school functions and arranges a number of well-attended fund-raising events, which bring in useful sums for their children's benefit.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership of the school by the senior management team is very good and the leadership of the headteacher is excellent and has inspired a transformation for the better. Under his leadership the popularity of the school has risen to the extent that there are twice as many pupils in Year 8, (all of whom made the school their first preference) as in Year 11, the year group that entered the school as the present headteacher took up his post. Standards are rising at the end of Year 9. Results remain below average at the end of Year 11, but they do represent progress that is at least satisfactory for those pupils. Teaching is consistently good or better; the consistent quality arises in part from the very clear teaching and learning policy that has been introduced and implemented and which is monitored regularly. A very clear direction for the school has been established: the school is moving forwards in terms of standards, ideals, resources and opportunities. The aims and values of the school are very clearly reflected in the leadership decisions taken and in the daily outcomes of those decisions. Progress in implementing policy is diligently monitored and strategic advantage has been taken of the new arrangements for performance management of staff. Planning to meet demanding targets is clear and straightforward; there is a commitment to supply the required resources and to meet realistic deadlines. Staff respond well to this positive lead and there is a widespread commitment to achieve goals and maintain high standards in all aspects of school life. Middle managers at departmental level lead well on the whole and senior managers supervise pastoral care and the learning of pupils with special educational needs very effectively.

59. The governing body fulfils its statutory duties very well. They are justifiably confident that the school is moving in the right strategic direction. They monitor developments and outcomes carefully; for example, they draw comparisons between the school's results and results for boys nationally and locally, whether they are in single-sex schools or not. They have great confidence that the headteacher is leading the school effectively, but in business-like committee meetings they challenge him in a helpful way about achievements and plans.
60. Governors maintain a high profile with parents by attending parents' consultation evenings so that parents can raise matters with them. The governing body has a good mix of long-serving and new members, who bring a well-balanced range of viewpoints to meetings.
61. The induction of new staff and the supervision of students undertaking initial teacher training is handled effectively. It is a testimony to the ethos of the school that a trainee, who had initially been disappointed to be placed in a boys' school, said she now has no reservations about possibly taking up an appointment at a boys' school at some point in her future career.
62. The budget is carefully managed to achieve appropriate priorities and spending is controlled, while the money is used to its full extent to benefit all pupils. Advances have been made, for example, in provision of learning assistants, computers and library resources. ICT and reprographics are used efficiently to support management and learning. Under the scrutiny of the governing body's committees, the school seeks to apply the principles of best value by consulting interested parties, comparing tenders for contracts and challenging itself to achieve better results. Spending is high on a per pupil basis, because of small numbers in upper year groups, and results are still too low at the end of Year 11; nevertheless, the improvements in standards and resources and the growing popularity of the school indicate that good value for money is being obtained.
63. There is a good match of staff to the curriculum and the school is managing to recruit, even in subjects where shortage of staff is common. The accommodation is mainly attractive and well used, although some classrooms are too small and the increase in numbers is putting growing pressure on accommodation generally. The school is an attractive mix of older interiors and modern areas and the field is a fine setting for sport. There is a splendid mosaic mounted on a wall beside the pond at the main entrance. However, one of the entrances is unprepossessing, there is no all-weather surface for sport and the drama studio is poorly located and equipped. Resources are at least satisfactory in all subject areas, except music, and library provision has been improved by significant investment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To make further improvements to this good and improving school, the governors and staff should undertake the following actions:
 - (1) Improve results obtained in all subjects at the end of Year 11 and raise standards further in Years 8 and 9 by developing all aspects of boys' literacy, in accordance with the school's current approach. (*Paragraphs 7, 26, 81, 129*)
 - (2) Expect and demand pupils' very best efforts in all work undertaken in Years 10 and 11 and increase the pace and challenge of lessons, particularly for average-attaining pupils, in Years 8 and 9. (*Paragraphs 21, 76, 129*)
 - (3) Ensure that better use is made of time spent by pupils with tutors, particularly by sharpening the content and relevance of the syllabus for personal and social education. (*Paragraphs 20, 35*)

Other issues for the school to consider

- Make better provision for multicultural education (*Paragraph 40*)
- As planned, make fuller reference to National Curriculum levels and Programmes of Study in assessing pupils' work (*Paragraph 48*)
- Improve accommodation and resources in drama and music (*Paragraphs 80, 160*)

KEY STAGE 4

65. Curricular provision is good. There are two clear strengths and no significant weaknesses.
66. It is an area of strength that all pupils study an ambitious core of five subjects for GCSE. They also all study religious education, and physical education, and at least four other GCSE courses. The core includes English GCSE, with the bonus that all pupils study English Literature. All pupils study GCSE mathematics. The school expects to add a second GCSE [GCSE statistics] for the most able mathematicians. Science is the third element of the core GCSE with the strength that all pupils study double award GCSE. The school does not use accreditation, such as Certificates of Achievement, to provide a basic qualification accessible to pupils whose attainment is so far below national averages that GCSE is beyond their reach. General strengths in the curriculum apply equally to Key Stage 4. These are the very good extra-curricular provision and community links, and the strengths in personal, social, health, and careers education.
67. The second key strength is that the range of options gives pupils plenty of choice. Pupils can choose from any of the subjects they have studied in Years 8 and 9, taking them to GCSE standard during Years 10 and 11. There are some new subjects to be taken to GCSE standard: business studies, physical education, and a variety of specialisms within design and technology. Also, other options are included to meet specific needs and interests.
68. The new options add significantly to the quality and range of learning opportunities. Some pupils choose religious education as an additional GCSE. This is an important good feature in relation to the needs of the community served by this Church school. These pupils choose to limit their access to some elements of physical education. Others choose to study GNVQ [General National Vocational Qualification] Information Technology, which gives these pupils an important specialism linked to an alternative approach to learning. These pupils choose to limit their access to GCSE in either a modern foreign language or design and technology. Some other pupils choose not to study a modern foreign language at GCSE, though they do have a range of options for the GCSE design and technology course they must study. There are two such groups. One group chooses to have time each week for support sessions because they find the pressure of nine GCSE courses too heavy. They study eight subjects more effectively because of the support time released by the reduced GCSE programme. The other such group spends one day per week on work experience. This experience is beneficial because it motivates pupils - many of whom might otherwise have lost heart about their schooling. And it is effective in the key objective that pupils learn what employers and fellow workers expect from them. The loss of subject coverage caused by the day away from school is made up effectively. Finally, one group chooses not to study GCSE design and technology so that they can complete GCSE in both French and German. This meets the needs of linguists yet still meets the statutory requirements for the overall Key Stage 4 curriculum.
69. Pupils make their choices from these options in Year 9. They have open and free choice, plus a good level of advice and support as they do so. The school has good procedures for assessing and then supporting pupils academic progress. Overall, the choices made are well-informed. Pupils now in Years 10 and 11 feel they that the options have given them good opportunities to learn well.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	116
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	30	37	25	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y8- Y11	Sixth form
Number of pupils on the school's roll	540	
Number of full-time pupils known to be eligible for free school meals	47	

Special educational needs	Y8 – Y11	Sixth form
Number of pupils with statements of special educational needs	16	
Number of pupils on the school's special educational needs register	90	

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence	%
School data	6.9
National comparative data	7.7

Unauthorised absence	%
School data	1.3
National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	141		141

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	99	109	108
	Girls			
	Total	99	109	108
Percentage of pupils at NC level 5 or above	School	70 (55)	77 (67)	77 (57)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	27 (11)	43 (37)	36 (20)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	104	107	105
	Girls			
	Total	104	107	105
Percentage of pupils at NC level 5 or above	School	74 (54)	76 (72)	75 (76)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	30 (18)	49 (47)	38 (28)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	111		111

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	42	98	100
	Girls			
	Total	42	98	100
Percentage of pupils achieving the standard specified	School	38 (43)	88 (87)	90 (94)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	33
	National	38.4

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	2
Pakistani	4
Bangladeshi	2
Chinese	2
White	523
Any other minority ethnic group	5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	41	4
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y5 – Y13

Total number of qualified teachers (FTE)	36.5
Number of pupils per qualified teacher	14.8

FTE means full-time equivalent.

Education support staff: Y5 – Y13

Total number of education support staff	6
Total aggregate hours worked per week	192

Deployment of teachers: Y5 – Y13

Percentage of time teachers spend in contact with classes	72.6
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Average teaching group size: Y5 – Y13

Key Stage 3	22.6
Key Stage 4	19.1

Financial information

Financial year	1999 -2000
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	£
Total income	1251170
Total expenditure	1240748
Expenditure per pupil	2580
Balance brought forward from previous year	24320
Balance carried forward to next year	34742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	540
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	3	1	1
My child is making good progress in school.	57	41	1	0	1
Behaviour in the school is good.	30	61	3	0	6
My child gets the right amount of work to do at home.	30	54	13	2	1
The teaching is good.	47	49	1	0	3
I am kept well informed about how my child is getting on.	43	50	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	29	1	1	2
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	40	51	6	0	3
The school is well led and managed.	64	31	1	0	4
The school is helping my child become mature and responsible.	55	40	3	0	2
The school provides an interesting range of activities outside lessons.	63	34	1	0	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

65. Results in National Curriculum Tests at the end of Year 9 have been improving, and are now just above the national average, though in line with attainment in similar schools. In the test in 2000 the percentage achieving Level 5 was above the national average, and the proportion obtaining Level 6 was average. Both these results were a marked improvement on previous years, but slightly worse than the test results in mathematics and science.
66. Standards achieved by the end of Key Stage 4 have been declining over the last four years. GCSE English language results in 2000 were below the national average, largely because the attainment of that year group was low when they entered the school. However, results in literature were average. When compared with the national average for boys alone the school's results appear better, with a smaller gap in English language, and attainment above the average in literature. Results represent satisfactory progress for the pupils concerned.
67. Evidence from inspection shows standards to be average in Years 8 and 9. Pupils can write clearly and at length when they redraft, but much work done day by day is poorly spelled and poorly presented. However, scrutiny of work done in earlier years indicates that pupils are making good progress through the key stage. They cover a wide range of writing tasks, with particularly good work on the marketing of an imaginary snack food and on analysing newspapers. Pupils become familiar with technical terms like "D notices" and "cropping". The study of Shakespeare is less successful except with the best, as weaker pupils can do little more than tell the story. Some of the best work came from discussion of how a character or a scene might be interpreted in presenting the play. Redrafting does much to improve the quality of writing, but, even here, many pupils do not improve their style and many errors survive. Pupils with SEN are given effective and conscientious support and, accordingly, also make good progress.
68. Standards observed in Year 10 are considerably higher than those seen in the work for Year 11, and are at least in line with the national expectation. There is good use of language, some designed to present a persuasive argument and some that is well observed and imaginative. Pupils can absorb the atmosphere of a novel and comment on the techniques used to achieve the writer's ends. The best write perceptively about relationships in *The Tempest*, for instance, about Prospero's reaction to Miranda offering to carry logs for Ferdinand. They make shrewd comments on a poet like Simon Armitage, with whom boys can identify. But spelling and punctuation still let standards down.
69. Those pupils with special talent for English are given encouragement. Co-operating with pupils from other local schools they recently produced a magazine of historical fiction. Their stories showed diligent research, vivid imagination, and confident use of language. Equally remarkable is the progress made by pupils for whom English is not their first language. Teachers, working with local agencies, have used all available resources to integrate them into the full life of the school. In a short time they have acquired competent English and been entered for several GCSE examinations.
70. Speaking is given too little prominence. It is regularly assessed, and some productive small group discussion occurs. In one Year 9 lesson this produced very good results, all pupils talking intelligently. But pupils are more likely to give short factual answers than explain the reasons for holding their opinions. Pupils read their written work to others in a small group, but in one lesson a pupil was too shy to read his very good work to the whole class. Lack of practice in speaking and reading aloud means that pupils are less aware than they might be of how sentences should be structured, and the importance of correct punctuation.
71. The school encourages pupils to read regularly. The library is well stocked and well run, open well before school begins until well after lessons end. Each form room has a box of books so that pupils can read in the afternoon on which there is no assembly. Paired reading for slow readers is very helpful, as is the tutoring scheme by which all the better readers meet their

teachers regularly to discuss responses to books. However, pressure from other departments means that English teachers cannot take all classes to the library for a lesson a fortnight, as was once the case. Moreover, it is clear that there are wide variations in how much pupils read, with loan rates falling off markedly in Years 10 and 11.

72. Throughout the school, teaching is good, despite a very few unsatisfactory lessons observed. Teachers prepare thoroughly, manage their classes well, and make good use of their knowledge. They explain objectives clearly, and use such devices as overhead projectors effectively. In the best lessons they give pupils an appropriate degree of independence, challenging them to think for themselves and to share ideas. In a Year 9 lesson, pupils were discussing animatedly whether they would approve publication of horrific pictures of war, and learning thereby to argue persuasively. However, in some lessons learning is restricted by slow pace and undemanding tasks. Sometimes the teacher talks too much and the pupils too little. As a result pupils do not articulate their thoughts, or learn from one another. Generally, teachers have succeeded in getting pupils to enjoy literature and write imaginatively. They mark pupils' work assiduously, correcting mistakes, but they still need to find ways of improving standards of presentation and spelling.
73. Since the last inspection, standards at the end of Year 9 have risen after a fall in the last few years. Standards at the end of Year 11 have fallen, but are now rising again in Year 10. Those aspects of the department commended in the last report have been maintained, such as good reading habits, and the ability to write interestingly. The technique of redrafting is still used to create a file of work that pupils can take a pride in, although there is not enough use of word-processors to correct spelling and sharpen expression. The department provides opportunities for pupils to enrich their lives, by taking them to theatres, by arranging events such as the visit of a practising author, and by many other activities such as the Summer School. Staff run homework clubs, which are well-attended in the lunch hour and after school. Thanks to strong leadership and a united commitment from all teachers there has been improvement in revision of schemes of work, the use of assessment, and the sharing of good classroom practice.

Drama

74. Standards in drama are above the national average. In each of the last four years pupils have obtained results in the GCSE exam well above the national average. It is taught as a part of the English curriculum, in Key Stage 3, and then as a popular option in Key Stage 4. In the one lesson available for observation during the inspection the standards were very high, and the teaching excellent. The teacher encouraged pupils to discuss contemporary teenage relationships as a prelude to improvisation. Pupils responded eagerly with unusual sensitivity and maturity. A group of pupils taking drama in Year 10 spoke enthusiastically about how much they had learned. Drama had given them confidence in speaking, and in relating to and understanding other people. They had learned a great deal about how such people as Stanislavski had influenced the common perception of drama, and they wrote well about how plays should be presented. All pupils achieve standards which are good or better and make very good progress.
75. The curriculum covers a good range, giving pupils access to performance, presentation, improvisation and appreciation. Opportunities for class reflection, evaluation and self-assessment are built into lessons. Drama is taught by English teachers, led by a drama specialist, who has written schemes of work for all year groups, and given drama a high profile in the school. She has put on two major productions in the brief time she has been in the school, and invited pupils from middle schools to watch performances.
76. Drama is taught for only one lesson a fortnight in Years 8 and 9, but still inspires many pupils to continue with it in Key Stage 4, more next year than ever before. However, the drama studio is barely adequate. It was once a pottery room, now fitted with curtains and a few lights strung from the low ceiling. There is a rudimentary lighting board, and a portable sound system. The floor is of plastic tiles, unsuitable for movement. In summer it is used for examination, so normal drama lessons are suspended. Despite this, drama makes a major contribution to the cultural life of the school and its reputation in the community.

Literacy

77. There are some weaknesses in spelling, punctuation and presentation in the work of many pupils throughout the school. This has a negative effect on the standards they achieve in many subjects. However most pupils read well enough and speak confidently and clearly, and, particularly in Years 8 and 9, literacy is improving.

MATHEMATICS

78. Results in National Curriculum Tests are above the national average at the end of Year 9. Standards of attainment of pupils on entry to the school are rising and for the latest intake were at the national average. The progress of the majority of pupils in Years 8 and 9 is, therefore, good. It is also good for pupils with special educational needs during this key stage. Above three-quarters of all pupils in Year 9 gained Level 5 or above in the end of key stage tests in 2000. This was well above the national average when compared with all schools as well as with similar schools. The proportion of pupils gaining Level 6 or above was more in line with the national average. Standards of attainment of the majority of pupils towards the end of Year 11 are at the national average and progress of pupils during this key stage is satisfactory. Although GCSE results have in recent years been mainly at about national average levels in 2000 they were very disappointing. During this year only 27 per cent of the candidates achieved grades in the range A* to C. This compares with a national average of 47 per cent. The school has a policy of entering all Year 11 boys for the GCSE examination in mathematics. In 2000 the proportion gaining a grade in the range A* to G was at the national average. Attainment is clearly rising in Years 8 and 9, although this has not yet fully fed through to Years 10 and 11.
79. Standards of work seen in lessons and work are above what is expected of the age group in Years 8 and 9. Pupils have a good knowledge and understanding of a range of topics, including number, algebra, shape and space. For example a high attaining Year 9 class were undertaking an investigation involving cubes. Although the teacher guided the class, care was taken to allow the pupils firstly to experiment and then to make their own deductions. Most pupils in the class were able to calculate the number of exposed faces for various arrangements of cubes, spot the sequence and devise the general term. Although lower attaining classes in the same year were not able to devise the general term many were able to identify the pattern in the sequence of numbers for the exposed faces. Standards of work are at the expected level in Years 10 and 11. Although pupils are arranged in sets, according to ability, attainment in some of these classes covers a wide range. For example, pupils in a Year 10 class were undertaking examples concerning probabilities. Although the work was designed to consolidate previous work, some pupils struggled with the basic concepts while others made good progress with the examples that had been set. Standards of numeracy for the majority of pupils are rising. Many lessons include aspects designed to further develop pupils mental arithmetic skills. Several of the activities are in the form of games, which effectively increase the confidence of pupils with number as well as being enjoyed by them.
80. Teaching is good in both key stages. All teaching is at least satisfactory and occasionally it is very good. All lessons are well planned. They have clear learning objectives and these are shared with the pupils. Lessons contain an appropriate range of learning approaches including group and individual work. Teachers make good use of questioning during aspects of the group work. Some of the work is well supported by good quality handouts and worksheets. The management of pupils is effective and the standards of discipline that are maintained are appropriate. In a few classes progress is impeded by the need for the teacher to ensure that acceptable levels of behaviour are always maintained. Overall, good relationships have been developed with the pupils. In a number of mathematics classes pupils with special educational needs receive effective individual support from learning support staff. Homework is regularly set, marked and returned to the pupils. The marking normally includes an indication of how the pupil may improve the work. All teachers keep detailed records of pupils' responses to the work undertaken and of their overall progress. A departmental database of pupils' assessments has also been developed and this also allows detailed monitoring of individual pupils' progress. In some classes a relatively high number of pupils was absent and this clearly adversely affects the progress and continuity of those pupils.

81. The majority of pupils have a positive attitude to mathematics. Overall, behaviour and relationships are good. In a few classes, a minority of pupils exhibit poor or immature behaviour, though when this occurs it is well-handled by the teacher. Pupils make positive contributions in the classes, particularly when responding to the frequent questions during group work. Most pupils are able to sustain concentration and complete the tasks that have been set for them. Some pupils, particularly in the lower-attaining groups, lack confidence and require significant support from the teacher in order to make further progress. In a few classes pupils exhibit high levels of motivation and a real enthusiasm for the work being undertaken. Although homework is set regularly for all classes some pupils make limited responses to it.
82. The department is well led and managed and this is contributing to the raising of standards. Teachers in the department are working well as a team. They meet regularly. A range of effective procedures is in place designed to monitor and evaluate the work of the department. Targets are set for the department and progress towards achieving these is monitored. There is a systematic programme of teaching observations with feedback to individual teachers. The head of department also monitors the setting of homework. Teachers in the department are well qualified and good support is being provided for a newly qualified teacher. There are good resources. Rooms are well decorated and furnished. Good use of appropriate display materials is made in these.
83. Differentiated schemes of work provide continuity and progression for the pupils. The setting arrangements work well, with pupils able to move from one class to another when this is considered appropriate. Although some use is made of ICT, it is relatively limited. The department has recognised this and is planning to make wider use of it. Numeracy and mental arithmetic exercises form part of many classes and these are having a positive effect on standards. The department has recently begun to liaise with other departments in the school in order that a co-ordinated approach to the development and support of numeracy can be made.
84. There have been a number of improvements since the last inspection. Standards at Key Stage 3 have improved and are now above the national average level. Progress of the majority of pupils during this key stage is now good. With the exception of those in 2000, GCSE results have remained at about national average levels. Teaching is now more generally good and the management of the department continues to be effective.

Numeracy

85. Standards in numeracy for the majority of pupils are good. Numeracy and mental arithmetic exercises form part of many of the mathematics lessons. Frequently, the exercises are provided in the form of games or challenges. Pupils respond well to them and they are effective in further developing pupils' skills and confidence in the handling of number, both in mathematics and in other subjects. For example, in their science work, pupils are able to undertake calculations with confidence and to draw accurately graphs using data from investigations. They are also able to measure angles accurately when undertaking work about light. In geography, they are able to collate and interpret data gathered in surveys. Pupils are also able to make appropriate use of number as part of their work in modern foreign languages and in ICT. Although a number of subjects make few or no demands on pupils' numerical skills, there is no evidence in any subject that a lack of these skills is impeding pupils' progress. The school has recognised that further improvements would result from a more co-ordinated approach across departments to the development and support of numeracy skills.

SCIENCE

86. At the end of Year 9, pupils' achievements in the National Curriculum Tests, between 1997 and 2000, were well above the national average and the results for similar schools, except in 1999 when they were about average. In 2000, 75 per cent of the boys gained a level 5 or better, and 38 per cent a Level 6 or better, the national figures are 62 per cent and 29 per cent. The number gaining a Level 5 is well above average and the number gaining level 6 above average. Comparison with standards when pupils enter the school shows that great improvement is made during Years 8 and 9.

87. At the end of Year 11, in 2000, 50 per cent of the pupils gained a grade in the A*-C range. Nationally, 47.4 per cent of boys gained these grades; thus the pupils' achievements at the end of this key stage are very close to the national average. Pupils did significantly better in science than the average for all subjects in the school. Module tests completed by Year 10 pupils for the GCSE examination show that standards of achievement are improving markedly in that year group.
88. In a very large majority of lessons in Years 8 and 9, pupils' achievements are above average; in many of them they are well above average. Most pupils have very good practical skills and they observe carefully and record what they see. When measuring the effect of friction they show a well-developed understanding of the scientific principles they are investigating and of the scientific methods they are using. In Years 10 and 11 the standard achieved in lessons is above average; in many cases it is well above average and in a small number of lessons below average.
89. Standards of numeracy are high. Pupils carry out calculations readily using voltage, current and resistance. They use graphs well and describe accurately what graphs tell them. They calculate averages from the data they collect and work out how much energy is flowing through an electrical circuit.
90. The majority of pupils explain confidently the work they are doing in their science lessons: the most able do this fluently and accurately. Most listen carefully to one another and to their teachers, although in Year 10 a minority do not listen to the instructions and explanations provided by their teachers. At both key stages there is a significant number of pupils whose written work is incomplete and inaccurate. This problem must be addressed if efforts to raise standards further are to be effective.
91. Progress made in lessons is very good in Years 8 and 9; it is good in Year 10, and pupils with special educational needs do well in all year groups. When learning about chemical reactions pupils use symbolic equations, a difficult task for Key Stage 3 that the pupils do very well. Their understanding of the way in which we breathe is good, and when investigating the effect of friction between shoes and different surfaces their practical skills are excellent. They measure force accurately, with a very good understanding of what they are measuring and why they are measuring it. In Year 9, lower ability pupils learn how and why elephants use water to cool themselves, and in other lessons pupils learn to make predictions using differences between the chemical reactions of metals. In their course-work for the GCSE, and at other times, the progress made when learning to evaluate their work is unsatisfactory; sometimes conclusions drawn from data are descriptive not analytical.
92. Teaching of science was, in a large majority of lessons observed, very good throughout the school. It was best in Years 8 and 9 and it is clearly responsible for the high standards achieved by very many pupils. Excellent support is given to pupils with SEN. Teachers have a very good command of their subject and they maintain high standards of discipline. Lessons are very well planned; they include a variety of activities, including ICT, video and demonstration. Technical terms and instructions are explained very carefully and at the beginning of lessons good use is often made of pupils' ideas. Good questioning techniques are used to enhance pupils' understanding of science. Relationships are very good, and teachers expect that work will proceed at a good pace.
93. In a small number of lessons in Year 10 the pace of the lesson was slow and expectations of pupils were not high enough, questioning was less challenging, explanations were not thorough enough and pupils were unsure about what they had to do. At these times, pupils achieved less than they are capable of. Investigations were not often used in lessons and pupils did not benefit from the opportunities to learn that are provided by work of this nature.
94. In many lessons, skills, including planning and analysis, are developed, especially where scientific investigations are carried out or where teachers' questioning techniques are particularly good. At these times, teachers encourage students to put forward their ideas and substantiate them. Such activities challenge and extend pupils' understanding. This is very successful, especially when pupils are expected to make links between their theoretical knowledge and their practical activities; for example, when learning why light bends when it passes through glass or why electricity is made when a coil of wire moves through a magnetic

field. In many lessons, teachers use a variety of teaching methods; when learning about friction, pupils tested the movement of shoes on various surfaces and then moved to a computer room to write an account of their work. In lessons for the least able the variety of activities has great benefits, particularly when models are used to explain difficult ideas such as how light bends.

95. Behaviour during lessons is usually very good. Pupils' motivation is high and many, especially the most able, take great pride in their work. Practical work is carried out safely. Pupils show a good deal of respect for their teachers, for books and equipment and for one another. When carrying out investigative work most pupils show that they can work independently, taking responsibility for their work. At these times they identify fair tests, make predictions and plan their work successfully. Pupils with special educational needs also have positive attitudes to their work. A minority of pupils in Year 10 do not listen and sometimes interrupt their lessons.
96. The curriculum is well planned; management of the department is good and staff work together as a good team. Opportunities to use ICT are increasingly identified in the department's plans. Policy about assessment is clear and comprehensive. Health and safety policy is given a high priority. Teachers are well qualified and provided with excellent support by the technical staff. The quality of the science accommodation is excellent and great efforts are made to create attractive displays of pupils' work.

ART AND DESIGN

97. Art is very good throughout the school. On entry to the school, standards are below those expected for Year 8. Pupils have done little observational drawing and three-dimensional work, and have only a basic understanding and experience of colour. Consequently, pupils achieve very well to reach levels of attainment that are above national expectations at the end of Year 9. They then continue to achieve very well and reach levels of attainment that are well above the national average at the end of Year 11. This is due to very high quality and inspirational teaching, and the use of stimulating resources.
98. Standards have risen by 35 per cent in the last four years in GCSE examinations. In 2000, 80 per cent of pupils gained A* to C grades, which is well above the national average and the highest for boys in West Sussex, and 100 per cent have consistently gained A* to G grades. The points' score is above the national average, and is also above the average for all other subjects taken by pupils. These standards were seen at the time of the inspection.
99. At the end of Year 9, pupils explore ideas and manipulate materials with confidence. This was seen when they drew shells and fish for their nature project. They experimented well with different medium. Their drawings were good, showing an awareness of form, and the use of shading to give depth. Pupils' drawings skills quickly develop through thorough teaching from the beginning of Year 8. In the autumn term, pupils' drawings of glasses already show the competent use of shading, and are accurate in displaying form. At the beginning of Year 8, many pupils' use of colour is crude, but by the end of Year 9, their portraits of Rubens' 'Clara' show a competent use of colour. Pupils progress further to achieve very well when they paint 'Clara' in Year 10 and use paint to add texture. Pupils are then already developing their individuality. For example, a pupil gave his 'Clara' white hair with red streaks around the face, where it focused attention on the facial features. Pupils' three-dimensional work in Years 8 and 9 is good, and some very good. For example, the ceramic figures show a good understanding of expression through form. A wide variety of figures were made with many poses. These figures are then made again in Year 10, to a higher level of attainment, shown in the use of folds in the clothing, and in the expressive quality of the figures. Pupils make perceptive analysis of others' and their own work. For example, a pupil wrote that he, '*could see where Leonardo had feathered in the different colours*'.
100. Research skills develop very well to reach a very high level at the end of Year 11. For example, a pupil researched African art. He explored Yoruba art in Nigeria, and the effect of African art on Picasso. The variety of images and artefacts made by pupils indicates the very high level of creativity and individuality, which has contributed to the very high standards. Evaluation becomes more perceptive in Years 10 and 11. For example, a pupil stated that a technique, '*allows the artist to define form in terms of space rather than mass*'.

101. The high standards in art make a visual impact around the school. These include ceramics at the school entrance and in the aviary, the millennium wall-hanging, and the many paintings in the corridors. As one enters the art department, the variety of artwork, which ranges from the traditional to the abstract, is displayed sensitively and compels closer observation. The visual impact of art extends into the art rooms, where work displayed includes large-scale images of fish in subtle blues, and many paintings.
102. The teaching is never less than good. In three out of five lessons observed it was very good, and in two, excellent. The inspired teaching is due to a teacher who is passionate about his subject, which means that pupils enjoy art, and want to achieve the very high standards of which they are capable. They are totally focused in lessons, and this was seen when there were quick fire questions about artists, to which they instantly responded. Questioning makes pupils think. For example, they were asked why the artist had simplified a picture. To answer this, they had to explain the level of simplification, and explored the artist's focus on line and colour. Resources often provide an extraordinarily high level of stimulus. In one lesson they were shown extremely rapidly with explanations, and this resulted in pupils' total absorption in the subject. In addition, as the focus of the input changed, the teacher moved to another position in the room, and to yet another exciting bank of resources. This was excellent management, for it renewed pupils' focus on the topic being covered. With the total involvement of pupils, behaviour is never less than good. Relationships are very good, and all are encouraged to attain the highest levels. For example, a pupil was given a fresh start, and encouraged to start to collect resources. Tasks are challenging, and they move pupils on in their learning. This was seen when pupils created designs from animal prints after studying Mexican designs. To do this they had to understand how to determine the key elements in a print design. In the stimulating environment, all pupils succeed. For example, a pupil with special educational needs made a very good, seated figure in ceramics, of which he is justly very proud. All pupils are valued, and their work is well used as examples. This was seen when the teacher described the composition of artworks. A pupil's painting was shown to demonstrate where his portrait was so dominant that it leaned out of the picture. Due importance is given to the meaning of art, and the place that art has in life. Art has a spiritual impact, and there are intense philosophical discussions about the subject. On one occasion the teacher pointed out that it had been said *'No art, no life'*.
103. The impact of the very high-quality teaching is that pupils desperately want to succeed and to work. One pupil sidled away from the group in his keenness to start, and they were general groans from another class, because the lesson was coming to an end, and they had to stop. Art is important to pupils. They share ideas and help one another, and the desire to learn shows in the improvement in their work over time.
104. The curriculum is very good. In Years 8 and 9 it is commendable because at least four years' work is condensed into two. Yet pupils gain high-level skills, and experience a wide range of media, including ceramics and textiles, while gaining considerable knowledge about artists. Trips to galleries enhance the curriculum, and 'artists in residence' make a real impact on pupils. For example, when the millennium wall-hanging was made, pupils worked on it in all the spare time they had. ICT is used effectively for research and for pupils' artwork. This was seen when they produced work on surrealism, and a pupil made a very perceptive piece on 'The City at Night', which showed lines of light representing life in the city.
105. The leadership of the department is excellent, and this was seen in the good lesson taken by a non-specialist supply teacher. The resources given, and clear instructions to the teacher and pupils, resulted in pupils achieving well. Assessment is excellent, with the result that pupils improve their performance. Art makes a positive contribution to pupils' cultural development, through the study of art over time and of other countries. It also contributes to their literacy, with the emphasis on the use of language and technical vocabulary. The areas noted for improvement in the last report regarding drawing standards, and those of above-average pupils have been well met. The purpose and achievement of the art department is made clear in the handbook, when it states that it, *'promotes an atmosphere of serious learning whilst promoting a sense of individuality and personal achievement.'*

106. The one hour lessons detract from the amount of work that pupils complete in class, because of the necessary input and clearing away time that eats into every session. Also, although pupils use their project books well, the wider use of sketchbooks could contribute to the development of pupils' artwork, and to the further raising of standards.

DESIGN AND TECHNOLOGY

107. At age fourteen, pupils' attainment is above average. There is variation in knowledge, skill and understanding between the different activities which constitute design and technology. Good skills are evident in cutting and shaping resistant materials; a metal clamp, for example, produced by a Year 9 pupil involved shaping a metal bar, brazing, drilling and threading metal. All these skills were combined in a well-finished, functional tool. Skill in the use of ICT is evident, particularly in the area of control. Pupils are able to design programs for a computer-controlled milling machine and to produce individually engraved images. There is also good work in food technology. Pupils are able to prepare dishes knowledgeably and to a quite acceptable standard. The nature of project work allows for the full development of knowledge, skill and understanding by pupils with special educational needs.
108. By the age of sixteen, pupils' attainment is above average both in work seen and in GCSE examinations. In comparison with results in other subjects within the school, results in technology are good. Standards in working with wood are particularly high, with skilled cutting of dovetail joints and very accurate use of bench tools, planes and marking gauges. These products are very well-finished and presented. There is some good work in graphics but, in many instances, presentation sheets reveal a comparative weakness in lettering and layout.
109. Attainment in food technology is lower than that in other design and technology options. Pupils are able to analyse nutritional factors and to evaluate products by sensory analysis. Large class sizes present particular difficulties in this specific area and have a limiting effect upon attainment and progress. Work folders, however, provide evidence of satisfactory research in food preparation, with knowledge of techniques, skill in their application and understanding of the designing and making process. A noteworthy feature of attainment in food technology is the presentation of work, in class and in project folders. Pupils with special needs make good progress, owing to the structure of projects, and talented pupils reach their potential in a situation where there are no limits to attainment.
110. The quality of teaching observed was good, overall; in some lessons being very good. No unsatisfactory teaching was seen. Strengths in the teaching include thorough preparation, clarity of aims and objectives, good pace and good teacher-pupil relationships, particularly in systems and control. In graphics lessons there is some comparative weakness in the level of challenge. This is most noticeable in respect of the teaching of lettering and layout, in which crude letterforms are often tolerated, and the layout of presentation sheets is random rather than methodical. The teaching of measured drawing, however, at the stage to age fourteen, is effective. Although lessons observed in this area were being taught in the main by 'supply' teachers giving temporary cover for specialist staff, lesson planning ensured good progress in gaining skill in the use of drawing instruments.
111. Assessment procedures are thoroughly worked out in line with whole-school policy and parents are reported to in accordance with statutory requirements. Examination results are collated and analysed, but the analysis has not been so searching as to reveal convincingly the reasons for disparities between the results of pupils taking different options. A weakness in assessment is the absence of any reference to any National Curriculum levels in lesson plans. There is also little evidence of the attempt to heighten pupil awareness of levels by display in classrooms and workshops.
112. The response of pupils is mainly good, with good, positive attitudes and good concentration. Behaviour at age fourteen is generally good but in isolated cases there is some misbehaviour in Year 10, with a degree of noisiness and inattention.
113. The curriculum for Years 8 and 9 is broad and varied, comprising work in resistant materials, graphics, systems and control and food technology. There is provision for all pupils with total inclusion. In Years 10 and 11 the GCSE options offered allow for the continuation of study in

these areas from the earlier stage. There is good extra-curricular provision, workshop time being made widely available. The department also takes part in competitions within the wider community; for example, the 'Green Power' project that involves pupils in the construction and road-testing of an electric mini vehicle. A comparative weakness is the absence of cross-curricular work, particularly in areas where this could be advantageous, in graphics for example.

114. Good progress has been made since the last inspection. The work of the department is energetically led by a head of department who makes an important contribution to the teaching and who also carries other major whole-school responsibilities. Staffing difficulties have been met resolutely and some acute problems due to staff movement have been overcome effectively. Attainment is now rising steadily and is being consolidated.
115. The accommodation provided is very good with excellent provision for the preparation of materials for learning, though storage is currently somewhat limited. An efficient and committed technician aids the work of the department very effectively.

GEOGRAPHY

116. Standards in geography, at the end of Year 9, in the lessons and work seen, are above average.
117. In recent years, GCSE results at grades A*-C have improved from below average to average nationally and for similar schools, except in 2000, when they fell below. All pupils gain a pass but few pupils achieve higher grades. Their performance is about average compared with their results in other subjects. Staffing difficulties, resulting in half the pupils being taught by a non-specialist teacher, and the poor attendance of some pupils were key factors in preventing the attainment of appropriate standards. The school has taken firm action to overcome these deficiencies and pupils are well-prepared to cope with examinations. They are benefiting from specialist expertise and a thorough review, resulting in better coursework and improved work schemes. Evidence from inspection suggests that standards, although still below average at the end of Year 11, are improving and that pupils' standards in Year 10 are appropriate for their age. Pupils have responded positively to the changes. The subject has grown rapidly in popularity and increasing numbers are choosing to take it as an examination subject.
118. Pupils enter Year 8 with broadly average standards in geography, some experiencing difficulties in reading and writing. They make good progress in relation to their prior achievement, benefiting from demanding teaching, work plans with varied and challenging activities, and the good attention given by teachers to improving vocabulary and organising ideas. By the end of Year 9, most pupils use technical terms correctly. They are particularly good at handling a variety of information because of the practical nature of their work. For example, higher-attaining pupils used Ordnance Survey maps well to help them make informed choices about siting a new reservoir. Lower-attaining pupils successfully built up a map showing the growth of a settlement over time, linking it well to factors such as communications and the availability of raw materials. Those pupils are less good at remembering what they have learned and have gaps in their understanding, for instance, about the relationship between rainfall and temperature. ICT and numeracy skills are used well to support and develop practical skills. Fieldwork is not used enough to develop analytical skills. Pupils are less good at suggesting, testing their own questions and evaluating the results. Most show sound understanding of patterns and processes and of the impact of economic activities on the environment. When learning about different countries, higher-attaining pupils distinguished well between the primary and secondary effects of the Kobe earthquake. As they progress, high and average-attaining pupils write with greater accuracy and fluency, shown in imaginative work about the rainforest and the effects of tourism along the Kenyan coast. Lower-attaining pupils structure their ideas better in their weather reports. Some handwriting is difficult to read.
119. By the end of Year 11, pupils make satisfactory progress. Year 10 pupils make better progress because they are not only benefiting from more demanding teaching but from increased stability and the planned work done earlier in the school. The teacher, for example, develops their knowledge and understanding of hurricanes from what they have learned already about weather systems. Most have a sound range of techniques. These are usefully developed in

fieldwork on whether pedestrianisation improves Chichester's shopping environment. Digital cameras are used well for this to provide examples. Higher-attaining pupils show that they can follow a line of enquiry, relating their conclusions to the original idea. They are not so good at evaluating the process. Average-attaining pupils are less focused. Lower-attaining pupils collect and collate data to support their idea but their conclusions are limited and often incomplete. Most show sound knowledge and understanding of the causes and distribution of acid rain in Western Europe over time. Their consideration of alternative solutions to the problem is more superficial. ICT is not yet used systematically for handling information and developing research skills, one constraint being that facilities are not always available.

120. Pupils with special educational needs make good progress in Years 8 and 9, the result of being taught in smaller groups, teachers adapting work well and using in-class support well when it is available. They make satisfactory progress in Years 10 and 11 where literacy initiatives are not so well-developed. Teachers do not use their individual plans enough for improvement.
121. The quality of teaching is good, with some very good features. Teachers are well organised and give clear guidance so that pupils settle quickly, work hard and behave well. Teachers plan their lessons very well with interesting tasks that support an enquiry approach. Pupils are therefore keen to come to lessons and work hard because they enjoy learning in geography. They participate enthusiastically in practical work, in which they apply what they have learned in a realistic way to plan and make decisions. Teachers usually use their expertise well to pitch lessons at the right level, give clear explanations and, through careful questioning, build on and develop what pupils know. Oral contributions are encouraged and pupils respond confidently. They work well in paired and group work, their discussions generating and extending their ideas. Resources are interesting, well prepared and support learning. Work schemes support teachers for whom geography is not their main subject well. Occasionally, the teacher lacks the expertise to develop geographical skills fully, such as how to draw a good sketch map. Well-timed activities usually keep the pace flowing. Sometimes it drops because the teacher does not interject to maintain the momentum. Sometimes it is too fast, especially for low attaining pupils, and there is insufficient time for reflection. Low-attaining pupils are not so good at listening before they plunge into activities. Homework usefully extends classwork. It is marked regularly and the comments give pupils an idea of how to improve. Incomplete work is not always followed up.
122. There has been good improvement since the last inspection. The new head of geography has effectively refocused the educational direction of the department. Planning is very good and the new work plans in Years 8 and 9, taught with enthusiasm by new teachers, provide a rich experience. Consequently, standards have improved. Assessment procedures are in place. A portfolio to help standardise work is developing. It is not yet used to plan for change and to help individuals to make progress. Pupils do not know the National Curriculum level that they have achieved in assessments. The department recognises both the need to make more use of this information and also to do more physical fieldwork, thereby extending the range of techniques and opportunities for analysis. It is well-placed for future development.

HISTORY

123. Results of teachers' assessments of pupils aged 14 in 2000 were broadly in line with national averages, and the inspection confirmed the accuracy of this. The proportion of pupils achieving the higher levels of 6 and above is below the national average. However, there has been a clear rising trend in results over the last three years, which indicates that pupils are making good progress. The proportion of pupils gaining GCSE grades A*-C, and grades A*-G, in 2000 is below national averages when compared with all schools, and with boys' schools. There has been a steady rise in the level of results since 1998, when results were well below national averages.
124. In work seen during the inspection, pupils' attainment at the age of 14 was broadly in line with the standard expected of boys nationally. The oral work of higher-attaining pupils suggests an above-average understanding of the analysis of history, although this is not usually reflected in their written work. Pupils have a growing familiarity with the period studied and they can make links between events; for example, the Lutheran Reformation and the need to establish a male heir in Tudor England. They can research using books and the Internet, and use such

information to undertake investigations into changes over time. The higher-attaining pupils follow independent lines of enquiry which recognise that change may not benefit all people, for example, the development of transport in the nineteenth century, and that people may hold very different yet valid views. The emphasis of lower-attaining pupils is upon the collection and arrangement of facts rather than an analysis of the quality of the change. Pupils use sources to demonstrate different viewpoints and recognise that sources such as posters will have different target audiences and so employ different strategies to convey their message. A good example is the study of twentieth century war recruitment posters, and the use of portraits to enhance the prestige of the monarchy in the Tudor and Stuart periods. Pupils can make comparisons between different groups of people during the same period and make reasoned judgements as to which group may have been better placed; for example in their comparison between the Luftwaffe and the Royal Flying Corps. Higher-attaining pupils provide considered judgements with supporting evidence; lower attaining pupils demonstrate less independent thought, relying on the direction of their teacher rather than their own considered evidence. The progress of pupils, particularly in the development of the key skills of research, analysis and investigation is good. The level of their oral responses, particularly when supported by good teacher prompting is good. The level of their written work is less detailed and reflective and amongst the lower-attaining pupils' work it is clearly affected by weak literacy skills. The progress of pupils with special educational needs is good. Tasks are carefully planned to enable pupils to develop understanding and thus support their recall of the key issues studied.

125. In work seen during the inspection, pupils' attainment at the age of 16 was in line with the average expected for pupils nationally. No Year 11 lessons were available during the inspection: however, coursework demonstrates a clear understanding of the system of apartheid in South Africa, and the events that led to its abolition. Pupils are prepared to present an opinion and to justify it: however, these are generally one-sided and do not indicate careful investigation into the causes of apartheid. Written coursework is well organised and well presented. The attainment of a significant proportion of pupils in Year 10 is above average. They research confidently, using ICT and books in response to questions posed, and arrange the information logically and clearly. Pupils use the knowledge they gain to respond to open questions such as, 'How far was the revolution of 1917 a Bolshevik revolution?' Pupils can hypothesise regarding, for example, the possible effects had the USA joined the League of Nations in the early twentieth century, and the possible effect of this upon the rise of fascism. Pupils use sources to investigate opinion and recognise the existence of different motives and viewpoints. They recognise the existence of long-term and short-term causes of events, and the more able can provide logical arguments to support their judgements as to the relative influence of these causes. Pupils in Year 10 make good progress and build upon the foundations laid in Year 9.
126. The attitudes and behaviour of pupils in history are good. Pupils respond well to questions and collaborate willingly in the work of the class. The majority of pupils work co-operatively, relationships within the class are very good, and this enables teachers to employ more active learning strategies in class. The teachers quickly note occasional lapses in concentration and behaviour, and pupils respond well to their clear expectations. Pupils display maturity in their use of equipment and in their leadership of the 'history club'.
127. The quality of teaching is very good. Teachers provide well-planned lessons that have clear objectives shared with their pupils and revisited at the end of the lesson. As a result, pupils have a sense of achievement as they meet these objectives. Lessons start promptly with an activity designed to recall the previous lesson in order that pupils build upon earlier learning. In the best lessons tasks are clearly stepped to enable pupils to develop a deeper understanding of the issue studied as the lesson progresses. Teachers have high expectations of effort and behaviour and create a safe working environment for their pupils. They value the responses of all their pupils; as a result, pupils' confidence grows and they become willing contributors to the lesson. The use of technology for research and for presentation is a strength of the department and enables pupils to undertake independent learning, and helps to compensate for the limited number and variety of text books. Teachers are committed to kindling in their pupils an enthusiasm for the subject and, as a consequence, they take pains to include opportunities for active learning. Display in classrooms is used to extend pupils learning and to support their use of specialist vocabulary, while creating an attractive and stimulating environment.

128. The management of the subject is very good. Following a period when there was little active management of the subject, the present head of department has developed a scheme of work that is clear and appropriate for the school. Regular assessment using the National Curriculum levels, enables the boys and their teachers to monitor their progress, and as the assessment data builds up over time, this will enable teachers to identify appropriate targets for the pupils to work towards. Resources are being developed and the opportunity for boys to travel and experience first-hand fieldwork is invaluable. The school's history web site and the summer school on historical writing provide good opportunities for pupils to develop their interest further. The siting of the two history rooms far from each other reduces opportunities for the monitoring and development of teaching, and for the sharing of resources. Teaching different topics enables books to be sited appropriately; however, this reduces the impact of the learning across the year group and limits opportunities for cross-curricular links, for example, with English, art, music and religious education when studying the horrors of the First World War. Good use is made of video footage to enable pupils to develop empathy with the past, and of other teaching aids: however, the limited screen size and the quality of overhead projectors reduces their impact for the pupils.
129. Improvement over the last three years has been good. The subject now has the structures in place that will enable teachers to review and refine the work of the department regularly. There is a clear, shared commitment from pupils and teachers to raising standards, and these are rising. ICT has been developed and is now a valuable tool within the subject. Cross-curricular links are limited and the subjects' contribution to the development of numeracy skills is undeveloped. However, the department makes a good contribution to the development of literacy and citizenship in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. The school's provision for ICT is very good, overall, and has significantly improved since the last inspection. The quality of teaching is good, which is reflected in the pupils' good progress. The provision for business studies is developing well, and the pupils in Year 10 make satisfactory progress. No teaching in Year 11 was seen in either subject.
131. At the end of Year 9, evidence from lesson observations and an analysis of the pupils' work, together with teacher assessment records, indicates that the pupils' good progress in ICT is at least on a par with, and in some cases above, national expectations.
132. The pupils aged 16 take GCSE examinations in either ICT or business studies, or they can now follow the recently introduced General National Vocational Qualification (GNVQ) in ICT. In the GCSE results for ICT over the last three years, pass grades at A*-C are significantly higher than the national averages, and this is very good. In the GCSE business studies, results over the same period were above the national averages, except for last year when they fell below. The school has addressed this dip in results with local education authority support and, by a thorough revision of the business studies curriculum, is raising the standards of achievement.
133. The quality of teaching is good, overall, which is reflected in the pupils' good achievements, and in their attitudes and responses towards lessons. For example, they arrive in class expecting to work and engage very well in introductory question and answer sessions. They show respect for staff and one another. The teachers have high expectations and literacy and numeracy skills are well-promoted in speaking and listening, and through graphical representations of pupils' surveys. However, opportunities for reading are sometimes missed.
134. With limited skills on admission, the pupils in Year 8 progress to using EXCEL, creating advertising literature; and they copy, paste and import text and graphics appropriately. The pace of lessons is mostly good, and pupils with special educational needs are well-catered for when the teacher pairs pupils according to their strengths and weakness in reading. However, attention to individual needs is less effective when pupils have to wait until everyone has completed the set exercise before moving on to the next stage. This slows the pace of the lesson and impedes the progress of higher achieving pupils. The teachers have a very good knowledge of their subject, which results in pupils understanding and using technical vocabulary with confidence and competence. Skilled and targeted questions reinforce learning while ensuring that everyone participates fully and understands and enjoys the session, which

creates a good learning environment. Lessons are well prepared and organised, and the teachers' very good classroom management is enhanced by the effective use of the controlling master computer.

135. It was not possible to observe the teaching of Year 11 pupils, who were on study leave during the inspection. However, the quality and standard of teaching in Year 10 is satisfactory and sometimes better. It is very good when the teachers' enthusiasm inspires the pupils to a very high degree of well-informed responses, which display their secure understanding of when data entry codes are fixed or variable, or when to use numeric or numeric and text entries. The teachers employ effectively a varied range of motivating strategies, such as quizzes linked to examination coursework, and encouragement to use the Internet for independent research, which strongly supports pupils' achievement and promotes their personal development.
136. This year the school has introduced a GNVQ course at Key Stage 4. The quality of teaching and lesson preparation is good, and pupils are delighted to discuss their completed and current modules of well-presented work, and these contain evidence of a range of research and samples of progressively good quality. Literacy skills are well promoted; for example, the pupils use the easily accessible dictionaries and reference books without being prompted. A small minority of pupils behaves inappropriately, and this is not always well managed by the teacher; however, the majority work with interest and enthusiasm.
137. In business studies, the teacher encourages lively debate during which pupils compare real-life business production, seen during a recent factory visit, to the case study in their coursework. They display a clear understanding of production techniques; for example, they clearly understand the difference between direct costs and overheads, and they calculate depreciating values over a period of time. The teacher facilitates their learning by offering constructive comments, which promote the pupils towards a high degree of logical reasoning. There are good opportunities for Internet research and the teacher uses a balanced mixture of textbook and computer software effectively to emphasise and reinforce specific aspects.
138. In all years, the teachers keep very good records of the pupils' achievements, monitoring these in relation to National Curriculum levels of achievement. Records are used to inform curriculum and lesson development and end of year reports, as well as guiding the examination directions for pupils in Key Stage 4, and estimating their grade results.
139. The use of ICT to support learning across the curriculum is good. It is very good in history and art, which have their own excellent sites within the school's excellent web site. In design and technology, lower school pupils make good use of computer-aided design, while older pupils use computerised controls to produce wood relief patterns. The range of software in modern languages and mathematics is limited, and the use of computers in physical education is currently underdeveloped, however, these are identified as priorities within the school improvement plan. Most departmental co-ordinators use computers to record and monitor the pupils' progress, which maintains consistency in whole-school assessment procedures.
140. Departmental policies and schemes of work are of a good standard for ICT and business studies, and the GNVQ modules are well planned and detailed. There are sufficient and appropriately qualified staff within the department and the subjects are monitored effectively through regular lesson observation, as is ICT across the curriculum. The school's Intranet system is efficient and very well managed. The network manager conducts compatibility tests before new equipment or resources are purchased and maintains a detailed inventory and location record. There is no evidence of vandalism, and the pupils show respect for the equipment. The accommodation is satisfactory overall, with four computer suites and a small suite for use by the special needs department. However, one computer suite is unsatisfactory, in that it is poorly appointed, with a dividing wall screening part of the room from the teachers' view, poor ventilation and becoming excessively warm and stuffy in fine weather. This has an impact upon the teaching and on the behaviour of some pupils. Resources are generally good, with a ratio of one computer to four pupils. There is adequate software in discrete ICT lessons and in most subjects.
141. The school runs daily extra-curricular computer clubs and these are very well attended. All pupils have a personal e-mail address, which they use regularly, and a very effective screening and protection system ensures that the privilege is not abused.

142. The considerable improvements in ICT since the last inspection have resulted in all statutory requirements being met and, coupled with the very good cross-curricular development, the subject is a strength of the school. Business Studies, which was not previously inspected, is developing well, as is the new provision for GNVQ.

MODERN FOREIGN LANGUAGES

143. Standards at GCSE have not yet recovered to the level of 1997. In 2000, GCSE results in French in the range A*-C were well below the national average for all pupils, and also below that for boys. These results compared unfavourably with other subjects in the school and with County averages. German results, from 16 pupils, were not far below the average for all pupils and were marginally above the average for boys. They were in line with the average for West Sussex. All candidates obtained a grade G or better in their chosen language, which is better than in some West Sussex schools. Teacher assessments in French at the end of Year 9 were by contrast well above the national average for boys, above the average for all pupils and in line with the average for girls.
144. Standards seen during the inspection were better in Years 10 and 11 than those of pupils who took GCSE in 2000, while in Years 8 and 9 they were close to those assessed by teachers in the previous Year 9. It is a characteristic of the school that in principle all do two languages in Year 8 and most continue to do so in Year 9. Standards in Year 9 are broadly average when compared with all schools. In relation to average national standards for boys, standards are well above average, in response to good teaching. In general, pupils' strengths are in listening and speaking, although a few have a pronunciation weakness where their local English accent is audible when they speak the foreign language. Reading is an area where development is needed. Most pupils have the writing skills necessary to record information. Some pupils have good skills in the use of ICT. Pupils with special educational needs also achieve more than they would in many schools because they all do worthwhile work in both French and German in Year 8 and many of them continue to do so in Year 9. Standards in GCSE classes in both languages are average and the number of pupils taking German is rising. The improvement seen is part of a general school improvement but is also due to the input of a recently appointed head of department.
145. Pupils achieve well in both French and German. On entry to the school they have normally had one year of French in their middle schools, and they continue to make good progress. German is new to them, allowed over the three years Year 7 – 9, only half the time given to French, but pupils make good progress here as well. Some high attaining pupils make very good progress, so that by the end of Year 9 they can write extended pieces of text in either language, using three tenses. Achievement in Years 10 and 11 is satisfactory, and pupils are well served by the modular syllabus for French. This structures their learning and allows them to build up confidence from early success. It is intended to extend this pattern of working to include German. Where mixed-ability classes are produced by the options system, they are well managed, with different levels of work for pupils of differing ability providing appropriate differentiation, and all pupils, including those with special needs can make appropriate progress.
146. Attitudes of pupils are mainly good. Most are well motivated to learn new languages and can see the relevance of these to their future lives. In lessons, most enjoy learning and can sustain their concentration for the full extent of the lesson. In response to very good teaching, real excitement and enthusiasm are generated. Behaviour is generally good because it is well managed, and in a number of groups seriousness of purpose demonstrated a degree of maturity and self-control coming from within.
147. Teaching was good in almost all lessons seen during the inspection, and better than that in a third of the lessons seen. There was no unsatisfactory teaching. Teaching is fully inclusive, and the department has special expertise in teaching pupils with special educational needs. High attaining pupils are also well taught, and there is potential here for further improvement through the provision of more resources in terms of books and computers, which would enable pupils to work independently. Close co-operation among colleagues leads to the sharing of best practice, which in turn leads to a high degree of cohesion, underpinning good lesson planning. Teachers are competent with their languages and use them appropriately in the conduct of

lessons. They manage their pupils well, use the full sixty minutes of each lesson effectively, and set appropriate homework as far as this is possible without course books to take home. Although the staff have put great efforts into the production of high quality worksheets, there is a consequence for learning from the neglect of books. None was seen in use during the inspection, which means that pupils do not learn to use books properly and miss out on much of the cultural background that modern courses incorporate. Also, they have too many papers to cope with effectively.

148. The recently appointed head of modern languages gives good leadership, which has the potential to become very good over the next few years. This is an improving department, which is in step with overall school improvement. School structures strongly support departmental management, leading, for example, to monitoring of teaching and learning linked directly to priorities established in the school development plan. Within the department, assessment is very well used to support pupils' progress and to group them according to their learning needs. In Year 9, a few pupils need to limit their learning activity in French, so that time can be found to support their literacy in the English language. In Years 10 and 11, the National Curriculum has been disapplied appropriately in the case of a limited number of pupils who do not then take a foreign language, moving on to a vocationally orientated course that is being developed. This is exceptional provision, which needs to be kept under review on a case by case basis.
149. Over the six years since the previous inspection the fortunes of the department, along with those of the school, have dipped significantly and then begun a process of recovery that is still continuing. For more than one reason reliable comparisons with 1994 outcomes cannot be made, but it is clear that the progress made is satisfactory.

MUSIC

150. When pupils enter the school they have a very wide range of ability determined by the quality of prior teaching, instrumental tuition experience and home support for music. Some pupils enter the school with better than average musical experience but most pupils enter with less than average experience, which is confirmed by teachers' own assessments. Many enter with a negative attitude towards music. Attainment at the age of 14 is below the national expectation but at the age of 16 is broadly average. Attainment in instrumental tuition is broadly average and in extra-curricular work is above average.
151. From Year 8, pupils sing irregularly and insufficiently. Pupils' instrumental skills are insufficiently developed. An above-average number of pupils receive instrumental tuition from visiting teachers; almost all pupils have their own instruments but they do not use them regularly in lessons to support instrumental tuition and strengthen the quality of music-making in the classroom. When pupils compose, most show limited understanding of the ways in which pieces can be developed. Pupils are beginning to make good use of computers to help them compose but there are not enough machines. Pupils who play instruments understand notation from their musical experience but most pupils show a limited or mathematical understanding of notation. Pupils listen respectfully and carefully to recorded extracts and sympathetically to one another's performances; when they appraise music they use limited technical vocabulary.
152. In recent years, GCSE examination results have been variable but broadly in line with the national average. A small but growing number of boys have taken the examination. Standards in the current Year 11 group (only two pupils) and Year 10 group (eight pupils) are broadly average, where performing skills average about grade 4 (ranging from beginner to grade 8 level). Some GCSE pupils play in extra-curricular activities and in outside groups ranging from rock bands to youth orchestras but pupils do not sing in lessons. The high attaining pupils compose competently, showing imagination and technical understanding; some make good use of computers at home to develop and notate their work but pupils are disadvantaged by the lack of machines in the department. Pupils show unsatisfactory general musical knowledge, for example, of well-known pieces, composers, styles, forms, artists and instruments; the more musically able pupils talk about music using appropriate musical vocabulary.
153. Most pupils in Years 8 and 9 achieve satisfactorily in relation to their prior attainment; some achieve well, especially those pupils with poor prior experience and attitudes towards music. Those who play instruments and read music make the best progress, building on their previous

knowledge, wider experiences and their personal interests but insufficient attention is paid to using their skills, so that the most gifted and talented pupils are not always sufficiently challenged. Pupils with special educational needs make satisfactory progress; they are well integrated. In GCSE work, pupils achieve satisfactorily because of the more focused teaching and the support given to them through instrumental tuition and outside groups.

154. In classroom work, teaching is satisfactory at all levels. Teaching in instrumental work is of high quality and teaching of extra-curricular groups is good. Most teaching shows sound knowledge and competent accompanying except where a non-specialist teacher is used resulting in a lack of group music making. Teachers communicate effectively; they give clear instructions and present information confidently so that pupils know what they have to do. Lessons have a brisk start to make full use of the time; objectives are usually clear and shared with the pupils. In the best lessons, pupils are engaged in musical activity that develops pupils' skills to enable them to realise their potential and experience the expressive qualities of music. Teaching is encouraging, so that pupils are interested, especially when they play keyboards or compose. Class management is good and relationships are mainly very good. The small-sized room, containing desks, inhibits practical work and the approach is often too academic. Pupils enjoy practical work but strongly dislike the written work. Most pupils are friendly and polite and their positive attitudes and good behaviour support their learning; a few pupils show immature behaviour but are dealt with well by staff. In GCSE work, not all pupils take advantage of opportunities offered in instrumental tuition and extra-curricular activities. Pupils use equipment sensibly and enjoy taking responsibility for their learning, for example, when practising in groups, but the lack of practice cells inhibits their work. There is good reference to musical terms but visual aids are not used enough to explain or illustrate. Teachers' assessment is constructive and their questioning skillfully draws out responses from pupils to involve them in the lessons, but more technical help needs to be given to show pupils how to improve when singing, playing or composing. This is done well in instrumental tuition. Homework is set regularly, but not enough practical tasks are included.
155. The management of music is effective. The head of department is hardworking and committed but there are pressures and factors that have an impact upon pupils' progress. Assessment schemes are appropriate but they are currently under review. Schemes of work adopt an academic and theoretical approach; these are being replaced to introduce more practical work with less emphasis on written work; these will be allied to assessment. Curricular links with other schools are insufficiently developed to build on their work. Accommodation is unsatisfactory because of the size of the room, lack of practice cells for group work and inadequate storage. Shortages in resourcing include classroom instruments (especially tuned percussion), music, computers and overhead projectors. More time, including technical support, to organise and develop the subject further is needed so that music can make a fuller and more regular contribution to the life of the school community, for example in assembly or through a wider range of activities. Music makes a valuable contribution to pupils' spiritual, moral and especially their social and cultural development. Pupils reflect and experience the joy of music when involved through services. The high expectations of behaviour help promote moral development. Pupils take responsibility for their learning in group work; they appreciate our own cultural traditions and those of other lands, including the music of China, India and Africa. Since the last report there have been satisfactory improvements; there have been good improvements in the use of technology in music.
156. Six visiting teachers provide a range of instrumental lessons involving over ten per cent of the boys; this is a well above average figure reflecting the support given to music by the school. Standards are broadly average and achievement is good in instrumental lessons. Pupils' attitudes are very good. Teaching is of good quality; a key feature is the support given by teachers' demonstrations to pupils. Instrumental teaching supports a limited range of extra-curricular musical activities; these include orchestra and the guitar group, but there is no regular choir. Keen attitudes support standards. The groups enjoy performing in school events such as the carol service, the Eucharist service and charity concerts, as well as community events such as the Mayor's Concert, at the opening of a supermarket and when visiting the middle schools. Regular visits include trips to London to see musicals that broaden pupils' experience. Annual events include school concerts and there are regular staged productions, such as *Grease* produced in collaboration with other schools, which regularly involve large numbers of pupils. The school is very proud of its extra-curricular music; individual pupils have achieved very well, for example, in the boys' band *StAnd*, in the Young Musician of the Year competition and in

auditioning for parts in West End productions. These activities reflect the dedication of staff, the support of parents and the school, and the enthusiasm of the talented musicians whose performances and successes bring credit to the school.

157. Further modification of the schemes of work is required to develop pupils' basic skills in performing, composing and listening through more practical work providing more opportunities for pupils to sing and to use their own instruments. Staffing and accommodation are unsatisfactory.

PHYSICAL EDUCATION

158. When pupils enter the school at Year 8, their standards in physical education are below average. Standards achieved by pupils at the end of Year 9, as judged by teachers' assessments, are above the national average. Observation of lessons and discussion with pupils confirm this judgement. This represents good achievement given the standard of pupils on entry. By the end of Year 9, most pupils judge performance well, show good levels of individual skill and understand the basic principles of fitness. In Year 9 tennis, most pupils demonstrate efficient stroke technique; they show good spatial awareness and use basic tactics to outmanoeuvre opponents. Lower-attaining pupils understand most of the skill factors needed to produce good performance, but poor hand-eye co-ordination in striking games and lack of all-round fitness in athletics limit progress. High-attaining pupils judge accurately and correct performance, they consistently use refined skills to outmanoeuvre opponents in striking games and show high levels of fitness in athletics.
159. The proportion of pupils gaining grades A*-C in the 2000 GCSE sports studies examination was slightly above both the national average and the average for similar schools. The A*-G pass rate remains constant at 100 per cent. Results in all years since the last inspection, have been consistently well above the national average. Pupils perform better in physical education than they do in most of their other subjects. Overall, standards in Years 10 and 11 are very good and when compared with those in Years 8 and 9, show good achievement. Year 11 pupils' practical assessment and GCSE 'mock' examination grades are well above average. GCSE pupils in Year 10 and Year 11 are on target to achieve well beyond national expectations. By Year 11, most pupils can plan and evaluate their own work accurately. They perform very effectively in match situations, due to refined technique, tactical awareness and good anticipation. For example, in softball, pupils score consistently through a combination of powerful hitting technique and good shot placement. Lower-attaining pupils often show reasonable levels of individual technique, and understand what constitutes a healthy life style, but lack spatial awareness and skill in match situations. High attainers apply the principles of attack and defence successfully in matches. In tennis, they use a variety of serves, shots and doubles tactics to outmanoeuvre opponents. GCSE pupils have very good practical skills, they have a thorough understanding of health-related fitness aspects, are confident in discussion work and analyse performance accurately. Their written assignments are well researched, but lack the enhancement of both ICT and extended writing skills.
160. The quality of teaching and learning is very good in both key stages. Teachers have very good subject knowledge and as a result lessons are well planned. They manage pupils very well and ensure that pupils are working in a safe learning environment. The relationship between teachers and their pupils is very good. The high standard of teaching is reflected in the very positive attitudes that pupils have to physical education. Work is planned to suit the range of abilities in each class and pupils with special educational needs make progress matching that of others in their classes. In a Year 9 tennis lesson, lower-attaining pupils made good progress because the teacher simplified instructions and rules, modified tasks and used well-planned demonstrations. The learning of higher-attaining pupils, including the gifted and talented, is accelerated by extension tasks, appropriate grouping in lessons, and through an extensive extra-curricular activities programme. Individuals and teams achieve well in a wide-range of sports at district, county and sometimes regional levels. Teachers provide opportunities for independent learning in most lessons. For example, in a Year 10 athletics lesson, pupils planned their triple jump run-ups, evaluated peer performance, planned improvement and measured distances achieved. Learning is not as effective in a few lessons, because teaching is too prescriptive. The subject contributes well to pupils' moral and social development, but without dance on the curriculum, makes a limited spiritual and cultural contribution. Pupils

improve their basic skills in most lessons, owing to teachers' satisfactory emphasis on numeracy and literacy. In athletics, they measure, time and record performance accurately. In Years 10 and 11, pupils improve their ability to analyse fitness data and to present accurate conclusions in various mathematical forms. Emphasis on key words extends most pupils' technical vocabulary and teachers' marking comments improve grammar and spelling. The use of ICT in both key stages is underdeveloped; pupils are given few opportunities in physical education lessons to improve their computer skills.

161. The department is well managed by an experienced subject leader who receives very good support from a dedicated team of specialist teachers. Good improvement has been made since the last inspection. The quality of teaching has improved from satisfactory to very good. The subject curriculum is now better balanced; the revised schemes of work provide improved continuity; examination results have been raised and overall standards in the subject are now very good. Learning objectives are now shared and National Curriculum level descriptors are displayed and discussed in a high proportion of lessons. In order to improve further, the department needs to develop curricular links with partner middle schools; offer dance on the curriculum and to develop ICT at both key stages.