

INSPECTION REPORT

St Edmund's of Canterbury Catholic School
Dover

LEA area : Kent

Unique Reference Number : 118912

Headteacher : Mr C Atkin

Reporting inspector : Mr M Milton
OIN 1723

Dates of inspection : 29th November to 3rd December 1999

Under OFSTED contract number: 708168

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school :	Comprehensive
Type of control :	Voluntary aided
Age range of pupils :	11-18
Gender of pupils :	Mixed
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Appropriate authority :	Governing body
Name of chair of governors :	Mr W Naylor
Date of previous inspection :	March 1995

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S Ward, Lay Inspector		Attendance; Pupils' spiritual, moral, social and cultural development; Partnership with parents and the community; Accommodation
J Lovgreen	English, including media studies and drama	
P Metcalf	Mathematics	
D Whiteside	Science	
V Harrison	Design and technology	Staffing and learning resources
S Jordan	Geography; History	Assessment
R Allison-Smith	Art	Welfare, support and guidance
D Gutmann	Information technology	
R Coulthard	Music	Leadership and management
M Bean	Physical education	
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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school	1
Key indicators	5

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	6
Attitudes, behaviour and personal development	29
Attendance	34

Quality of education provided

Teaching	35
The curriculum and assessment	44
Pupils' spiritual, moral, social and cultural development	58
Support, guidance and pupils' welfare	63
Partnership with parents and the community	69

The management and efficiency of the school

Leadership and management	72
Staffing, accommodation and learning resources	82
The efficiency of the school	90

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science	95
Other subjects or courses	125

PART C: INSPECTION DATA

Summary of inspection evidence	207
Data and indicators	208

MAIN FINDINGS

What the school does well

- The recently appointed headteacher has clearly identified what needs to be done to improve the school.
- Pupils make good progress in most subjects and reach average standards at GCSE because of the mainly good teaching.
- Pupils make particularly good progress in English, Spanish, Key Stage 3 mathematics, GCSE media studies and drama, and GNVQ health and social care.
- There are high standards in music because of some very good teaching and many instrumental groups and choirs.
- Pupils reach high standards in physical education because of the consistently effective teaching and many competitive sports teams.
- Learning support assistants are very effective in helping pupils with special educational needs to progress well.
- Many teachers give pupils good opportunities to use their literacy skills in learning different subjects.
- The school provides excellent support and counselling for individual pupils.

Where the school has weaknesses

- Standards in science, information technology across the curriculum, and Key Stage 3 art are not high enough.
- Although pupils are making better progress during the GCSE mathematics course, standards are still not high enough.
- For several subjects, curriculum planning does not ensure that pupils' work builds on and extends their earlier learning.
- Homework is not consistently used by some subjects and teachers to help pupils make good progress.
- The physical education changing rooms are too small and the showers are not in a fit state to use.

The school's strengths greatly outweigh its weaknesses. The school had identified most of the weaknesses itself. They will form the basis of the governing body's action plan, a copy of which will be sent to each parent or guardian.

How the school has improved since the last inspection

The school has made sound progress since the last inspection. Teaching and standards of work have improved. Most of the key issues identified at the previous inspection have been addressed although the use of information technology by other subjects remains a weakness. The school has a good capacity for further improvement because it has effective leadership, has identified appropriate targets for improvement and many staff are very committed.

Standards in subjects

The following table shows standards achieved by 14, 16 and 18 year olds in national tests, GCSE and A/AS-level examinations in 1999:

Performance in:	Compared with All schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
Key Stage 3 tests	C	E	<i>above average</i>	<i>B</i>
GCSE examinations	C	C	<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>

A/AS levels	E	-	<i>well below average</i>	<i>E</i>
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On entry, pupils' attainment is below national averages. During their time at the school, pupils make good progress so that, at the end of Key Stage 4, their attainment matches national averages.

Pupils' average test results at the end of Key Stage 3 match national averages for all schools. Comparisons with similar schools may be unfair because about one-third of the pupils in the school's catchment area go to selective schools. In 1999, the standards of the Year 9 pupils in mathematics and science were average and in English were below average. For the current Year 9 pupils, standards in science are also below average. The average GCSE result per pupil matches national averages. The GCSE results for English are above average, but for science and mathematics are below average. Pupils' use of information technology in other subjects is below average at the end of both key stages. Relatively small numbers of students take A-level examinations but, in 1999, all students passed in 9 out of the 15 subjects. GNVQ results are above national averages.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Good	Physical education, modern languages	Art, science
Years 10-11	Good	Physical education, media studies, music, modern languages	Science
Sixth form	Good	Physical education, modern languages, music	
English	Good		
Mathematics	Good		

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

Teaching was sound or better in 90% of lessons seen, and good or better in 60% of lessons. Teaching was unsatisfactory in 10% of lessons. The overall quality of teaching is good and this enables the pupils to make good progress.

Other aspects of the school

Aspect	Comment
Behaviour	Good, particularly in corridors and on the stairs. Occasional instances of unsatisfactory behaviour are often linked to weaknesses in teaching.
Attendance	Above average, and contributes to the good progress made by pupils.
Ethos*	Positive ethos which is rooted in the Catholic mission statement. Pupils are interested in their work and want to do their best. Relationships are good amongst pupils and between pupils and adults. There is a commitment to high standards, and action is being taken to improve pupils' attainment.
Leadership and management	Effective leadership by the headteacher and deputy headteachers. The governing body is very supportive and developing its role as a critical friend of the school. Some good monitoring systems are being developed.
Curriculum	Broad and balanced at Key Stages 3 and 4, but the sixth form does not include physical education for all, or any extension studies to broaden the curriculum beyond examination courses. Very good extracurricular music and sport. Insufficient use of information technology to enhance the learning of other subjects.
Pupils with special educational needs	Make generally good progress. They receive very effective help from learning support assistants. All pupils with special educational needs in Year 11 in 1999 achieved some GCSE successes.
Spiritual, moral, social & cultural development	Sound opportunities for spiritual development through the curriculum although some subjects do not make a planned contribution. Good opportunities provided for moral, social and cultural development.
Staffing, resources and accommodation	A stable and experienced teaching staff. Adequate learning resources apart from computers. A new library and resource centre will open soon. Accommodation has improved a great deal since the previous inspection but provision for physical education remains poor.
Value for money	Sound. Although pupils' overall progress is good, their progress in science is unsatisfactory and attainment in GCSE mathematics is not high enough.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • It enables pupils to reach a good standard of work. • There is very good behaviour. • Pupils are taught to think for themselves. • There are many good trips and much extra-curricular sport. • The school encourages pupils to be involved in more than daily lessons. • There is a good Christian ethos, with children treated as individuals. • Pupils are made aware of the needs of others including those abroad. • Concerts are excellent. • There is excellent support and counselling for individual pupils. • The school is very approachable if parents have problems or questions. • Their children like school. • The newsletter is excellent. • Parents' evenings are helpful and honest. 	<ul style="list-style-type: none"> • The setting of homework varies with

The parents are very supportive of the school. The inspection evidence supports nearly all of the parents' positive comments. The school does enable pupils to make good progress overall, but there are weaknesses in a few subjects. Pupils are taught to think for themselves but have insufficient opportunities to use their initiative in, for example, mathematics and science. The inspection evidence is that homework is not used well enough by some teachers and subjects to help pupils make progress.

Key Issues for Action

The governors, headteacher and teachers should:

continue to raise standards in GCSE mathematics by:

- increasing the amount of investigative work;
- setting targets for pupils which are concerned with subject-specific skills;
- improving pupils' work with practical equipment;
- maintaining the good progress seen in lessons during the inspection.

[12,106, 110, 114]

raise standards in science at Key Stage 3 and GCSE by:

- improving the quality of teaching;
- adopting a whole-school systematic approach to investigative work;
- writing a comprehensive scheme of work to guide teachers as they plan their lessons to ensure that pupils' learning builds on and extends earlier work.

[14, 117, 119, 121, 123]

raise standards in the use of information technology by other subjects by implementing the school's plans for improvement.

[15, 164-173]

raise standards in Key Stage 3 art by:

- improving pupils' use of sketchbooks;
- improving the quality of lesson planning so that pupils develop their skills progressively;
- using assessment information to plan pupils' next steps of learning;
- setting regular homework tasks;

raising teachers' expectations of what the pupils should achieve.
[16, 127, 128, 130, 131]

improve curriculum planning so that:
schemes of work for mathematics, science, art and history give effective guidance to teachers as they plan their lessons;
learning objectives are clear in lesson plans.
[37, 47]

ensure that homework is always used effectively to help pupils make progress by:
monitoring the homework set by teachers in each department;
ensuring that pupils accurately record homeworks in their diaries.
[41]

continue to use their best endeavours to secure improvements to the physical education changing rooms.
[87, 197]

[Numbers refer to the relevant paragraphs in the body of the report.]

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the school development plan:

- the sixth form curriculum does not include physical education for all, and extension studies to broaden the curriculum; [46]
- pupils' learning skills are underdeveloped; [32]
- the agreed procedures are not used to identify the training needs of teachers for careers education and guidance; [49]
- the quality of some individual education plans is unsatisfactory; [57, 79]
- not all subjects provide opportunities for pupils' spiritual development; [59]
- pupils' targets for improvement are often organisational rather than academic; [65]
- the structure of the senior management team as expressed through job descriptions lacks coherence and does not focus sufficiently on strategic leadership and raising standards; [73]
- the policy for special educational needs does not contain all of the necessary information; [79]
- there are not detailed financial plans to show possible strategies for solving the budget deficit. [91]

INTRODUCTION

Characteristics of the school

St Edmund's of Canterbury Catholic School is an 11-18 school with 684 pupils. It has an intake of 138 pupils in each year. The overall numbers of boys and girls are similar, but there are more girls than boys in Year 12. It is small for a comprehensive school. The school's catchment area is large and serves eight Roman Catholic parishes in Deal, Dover, Folkestone, Hythe and Aylsham. There are five selective schools within this catchment. Pupils come from as far away as 15 miles. Pupils come from a wide variety of home circumstances. The proportion of pupils in the school with special educational needs is above the national average. Of these, the proportion with a statement of special educational needs is also above the national average. A very small number of pupils are from ethnic minority groups. About 11% of pupils are eligible for free school meals which is broadly average. Pupils' overall attainment on entry is below average.

The aims of the school are to:

- foster the gift of faith acknowledged by parents through baptism;
 - build an effective partnership between home, parish and school;
 - maintain an environment in which a disciplined and daily routine is provided for the intellectual, spiritual, moral, emotional and physical development of every pupil;
 - develop in its members a sense of personal responsibility and integrity which will be visible in the quality of relationships within the school community;
 - invest in the development and training of all those responsible for the management and organisation of the pupils' education;
 - deliver an appropriate curriculum which provides for the acquisition of attitudes, concepts, knowledge and skills to help prepare its pupils for adult life;
- ensure that all pupils who leave the school are qualified for the next phase of their education.

The key priorities in the school's development plan are:

- to improve the quality of teaching and learning;
- the effectiveness of assessment and students' action planning;
- behaviour management;
- the professional development of staff;
- Curriculum 2000 is effectively introduced in September 2000.

The school's targets for 2000 are for:

- Key Stage 3 pupils: 60% to reach Level 5 and above in English, with 65% reaching this level in mathematics and science;
- GCSE pupils: 42% to achieve 5 or more A*-C grades, and for the average points score to be 39;
- The sixth form: A-level students to achieve 11 points per candidate; GNVQ students to achieve a 100% pass rate.

Key Indicators

Attainment at Key Stage 3¹

Number of registered pupils in final year of Key Stage 3
for latest reporting year:

Year	Boys	Girls	Total
1999	73	65	138

National Curriculum Test Results		English	Mathematics	Science
Number of pupils At NC Level 5 or above	Boys	34	57	55
	Girls	39	42	35
	Total	73	99	90
Percentage at NC Level 5 or above	School	53(59)	72(63)	65(62)
	National	63(65)	62(60)	55(56)
Percentage at NC Level 6 or above	School	8(25)	34(27)	15(20)
	National	28(35)	38(36)	23(27)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	38	53	46
	Girls	42	43	37
	Total	80	96	83
Percentage at NC Level 5 or above	School	58(69)	70(69)	60(79)
	National	64(62)	64(64)	60(62)
Percentage at NC Level 6 or above	School	28(30)	36(31)	24(36)
	National	31(31)	37(37)	28(31)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 4²

Number of 15 year olds on roll in January of the latest reporting year:

Year	Boys	Girls	Total
1999	51	70	121

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	17	49	51
	Girls	29	67	69
	Total	46	116	120
Percentage achieving standard specified	School	38(36)	96(91)	99(92)
	National	46.3(44.6)	90.7(89.8)	95.7(95.2)

Attainment in the Sixth Form³

Number of students aged 16, 17 and 18 who were entered for

GCE A/AS examinations in the latest reporting year:

Year	Male	Female	Total
1999	25	20	45

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	9.1	8.6	8.8(9.9)	1.2	5.7	2.1(➤)
National	n/a	n/a	N/a(17.6)	n/a	n/a	➤(2.8)

Number in final year of approved vocational qualifications and percentage of *such students* who achieved these qualifications:

	Number	% Success Rate
School	4	100
National	➤	72.5

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	7.0
	National comparative data	7.9
Unauthorised	School	0.2

2

Percentages in parentheses refer to the year before the latest reporting year

3

Figures in parentheses refer to the year before the latest reporting year

Absence	National comparative data	1.1
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Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :		Number
	Fixed period	61
	Permanent	1

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	21
	Satisfactory or better	90
	Less than satisfactory	10

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Overall, pupils' attainment on entry is below national averages because there are nearby selective schools. However, pupils make good progress during their time at the school, and their attainment matches national averages at 16 when measured by the average results of all pupils. In the 1999 national tests at the end of Key Stage 3, the average result per pupil in mathematics and science matched national averages for all schools, while English was below average for all schools. In comparison with those schools that have a similar percentage of pupils eligible for free school meals, the school's results were below average for science and well below average for English and mathematics. However, comparisons with similar schools may not be fair as St Edmund's intake of pupils includes relatively few higher-attainers. The relative performance of boys and girls has matched the national picture, although the difference in the results of boys and girls was less than the national average in English for the three-year period 1996-98.

For GCSE, 38% of pupils achieved five or more A*-C grades in 1999 which is below the national average for all schools of 46%. 96% of pupils obtained five or more grades A*-G which is well above average for all schools nationally and for similar schools. The percentage of pupils achieving grade A*-C in English was 55%, which was above average for all schools and average for similar schools. The percentage achieving higher grades in science (31%) and mathematics (29%) was below average for all schools and well below average for similar schools.

A different way of measuring GCSE results, known as the 'average points score', is calculated by allocating points for each grade and averaging them, to give a figure which shows how well pupils have done overall. The advantage of this system is that it includes the results of all pupils. The average points score per pupil in four of the last five years was above the national average, and shows a rising trend over time but at a slower rate than the rising trend nationally. In 1999, the average points score per pupil was average for all schools nationally and for similar schools.

In the sixth form, students study A levels or GNVQ in health and social care at Intermediate and Advanced levels. The GNVQ results in 1999 were above national averages with all pupils successfully completing their courses, and with a number achieving merits and distinctions. At A level, comparisons with national averages are unreliable because of the small number of students taking the examinations. However, in 1999 in nine of the fifteen A-level subjects, all students achieved pass grades. The average result per student is well below the national average for all schools.

Current standards in **English** at the end of Key Stage 3 are below national averages, while at the end of Key Stage 4 attainment matches national averages, as it does at A level. Pupils make good progress at Key Stage 3 particularly in reading and close listening skills, and in learning to use varied and appropriate vocabulary both in speech and writing. They become competent in recognising when Standard English is needed and are aware of the demands and opportunities presented by such varying forms as letters, articles, poetry, play scripts and narrative. The work of some higher-attaining pupils is impaired by relatively poor spelling habits, and by written pieces which rely on care and effort rather than variety and vividness. Most pupils, including those with special needs, make good progress at Key Stage 4. Higher attainers make very good progress, for example, in a Year 11 lesson where most pupils showed the ability to discuss three contrasting wives from literature, and to evaluate which one most deserved sympathy or understanding. Pupils make better progress with writing skills than with speaking skills. The progress which A-level students make relies on their diligent work and note-making skills. They are, however, rather teacher-dependent and show too little originality both in oral work and in some written assignments.

In subjects other than English, standards of **literacy** are very good. There is an impressively clear and practical literacy policy which gives staff very good advice about teaching the key areas of spelling, punctuation, grammar, presentation and reading. As a result, most teachers are well aware of their responsibility for

developing literacy skills. Generally, pupils have very good listening skills and in most subjects these are used as the basis for regular class discussion. This is not the case in a few geography lessons and, in mathematics staff sometimes miss opportunities to extend pupils' technical vocabulary. In contrast in physical education, pupils are expected to use the correct names of muscles from Year 7 onwards. Reading is notably well used. Pupils are regularly expected to read aloud in history, geography and science. Many subjects, design and technology being an example, encourage pupils to research for homework by selecting suitable information from a range of sources. Almost all pupils are capable of extended writing, and geography and history strongly encourage a range of activities including drama scripts, letters to contemporary figures, formal reports and creative pieces. In science, pupils are too often expected to copy at length from textbook or board. Redrafting written work is widespread, encouraged by the detailed and helpful marking of many teachers who pay particular attention to spelling, punctuation and neatness.

In **mathematics**, pupils make good progress during Key Stage 3, and their attainment at 14 is above average although their investigative skills are not so well developed. Key Stage 4 pupils are making good progress this term but, over the two years of the key stage, their progress has been unsatisfactory because of the slow pace of work which has not taken into account the full ability range of pupils within classes. Pupils' attainment is improving but is still below national averages at 16. Pupils have sound numeracy skills but their work with practical equipment (ruler, protractor, compass etc) is not so secure and their performance on using and applying mathematics lacks confidence and practice. The attainment of pupils in the present Year 13 is broadly in line with national averages as a result of focused teaching and a supportive programme of revision using suitable materials.

Pupils' **numeracy** skills across the curriculum are good and the school has a numeracy policy which gives useful advice on encouraging mental arithmetic agility, the sensible use of calculators and positive attitudes towards mathematics. Pupils draw time lines and work with chronology and social statistics in history, and Year 9 pupils use statistical evidence to support discussions on drugs, homelessness and recycling in English. They make extensive use of statistics in geography and English at Key Stage 4 as well as in their science GCSE coursework and A-level work. In design and technology, pupils produce nets for a packaging problem and they weigh and cost ingredients in food technology as well as working out quantities and volumes.

The **science** attainment of the current Year 9 pupils seen in the books and in lessons is below national averages, and is lower than the Key Stage 3 results of 1999. The attainment at the end of Key Stage 4 is also below average. The below-average attainment is a result of some poor teaching, the lack of a systematic approach to science investigation coursework and the absence of a comprehensive scheme of work to ensure continuity and progression in pupils' learning. In a Year 7 class working on solids, liquids and gases, the off-task chatter and slow pace of the lesson meant that pupils made insufficient progress. In contrast, pupils in a lower-attaining Year 8 class made good progress remembering concepts from the previous lesson distinguishing vertebrates and invertebrates and gained new knowledge defining the word 'species'. In one Year 11 class working on alkali metals, pupils made unsatisfactory progress as they did not recognise that hydrogen is produced in alkali metal/water reactions. In another Year 11 class, satisfactory progress was made by pupils studying turning forces and consolidating their knowledge of moments, and all had a better understanding by the end of the lesson. Attainment by the current post-16 students is below national averages, with better progress in biology and physics than chemistry.

In **information technology**, pupils' attainment is below national expectations at the end of Key Stages 3 and 4. By the end of Key Stage 3, all pupils, including those with special needs, can use the main types of software and demonstrate the basic skills required. However, the majority of pupils in Year 9 do not sufficiently extend their information technology capability by applying their skills in a wide enough range of topics in other subjects. Pupils do not make sufficient use of information technology to solve a variety of problems involving communication with a wide range of audiences or in setting up complex models to test in their own investigations in, for example, design and technology and science. The majority of Key Stage 4 pupils complete a course that provides a test of basic information technology capability but this does not extend the higher-attaining pupils and so their overall attainment is less than national expectations for GCSE courses. Pupils' attainment is limited at both Key Stages 3 and 4 due to lack of curriculum time and insufficient opportunity for pupils to use computers in other GCSE subjects.

Standards in **art** are below expectations at Key Stages 3 and 4. Progress is unsatisfactory during Key Stage 3 and pupils' use of technical language is weak. Their knowledge of the arts from a range of cultures is also in need of development. A small number of GCSE pupils experiment with different materials and can explore a given theme with imagination and creativity. In contrast, many pupils have underdeveloped skills. Their drawing skills, and their ability to critically appraise their work as it develops, are weak. Attainment in the A-level course is average.

Pupils make good progress in **design and technology** at both key stages, and their attainment matches national averages. Key Stage 3 pupils use an appropriate range of materials, including wood, plastics, metal, graphics and food, to make sound quality products. They develop a good understanding of design processes. Practical skills are usually well developed during GCSE courses, and good quality outcomes are seen across the department.

Attainment in **drama** is average by the end of Key Stage 3 and above average by the end of Key Stage 4. Work seen in sixth-form lessons matched national averages. Key Stage 3 pupils learn to plan and perform a story with a theme or message, develop a character, and work in groups to decide how best to stage their work. By the end of Key Stage 4, they understand how to integrate movement, expression and mannerism with speech, and how to support and criticise each other's work. Sixth-form pupils are able to relate drama theory to their own work.

Standards in **GNVQ health and social care** are above average. Coursework portfolios for Intermediate students include well-presented assignments using research from local work placements in health centres, including presentations about the health care needs of old people and children. In their well-presented portfolio work, Advanced students describe aspects of local health care provision in depth, and often provide useful critical evaluations of different types of provision for children and old people.

At the end of Key Stage 3 in **geography**, pupils have an appropriate depth of knowledge and understanding of the places and themes covered, and apply an appropriate range of geographical skills. Standards are just above national averages. GCSE pupils had a sound knowledge of and understanding of processes within the earth's crust and the resulting earthquake and volcanic activity at the surface. At A level, students' levels of knowledge and understanding are satisfactory though they have yet to develop the skills required at this stage, for example, analysing the relationship between processes and changing patterns.

The attainment of pupils for **history** in Year 9 matches the national expectations. Appropriate emphasis is placed on each of the key elements of history and many pupils produce work which is accurate, based on good knowledge and understanding, and shows proficiency in the required skills. Attainment at the end of Key Stage 4 is a little below national averages overall. Pupils make links between different periods and, for example, develop their understanding of the role of the church in medieval medicine by drawing on their knowledge of the Romans and Greeks. The A-level students' levels of knowledge and understanding are satisfactory but they do not use this effectively in responding to questions. For example, in a lesson where students were asked to evaluate sources and explain different interpretations, the students experienced difficulty in posing pertinent historical questions.

Pupils make very good progress in GCSE **media studies** and attainment is above average. They recognise a variety of techniques and effects used by the media. Many comment knowledgeably on the impact of these on the audience and some can offer thoughtful observations about the ways in which different newspapers have responded to the same news item. Pupils can detect bias, and recognise stereotyping in the media and in advertising. Standards of visual literacy are high. At A level, attainment is average. The higher-attaining students use their wider knowledge to help them understand why certain films have been considered unfit for general release. These studies have enabled them to explore changes in the attitudes and values of society whilst also considering moral issues.

Standards in **modern languages** match national averages at the ends of both key stages and at A level. Attainment in Spanish is a little better than in French. Pupils' progress is good. Their listening and speaking skills are well developed and their writing is good, though they have insufficient opportunities to write extended pieces. Their ability to read for information and pleasure is underdeveloped. Year 13 students have become confident language users and their writing on advanced topics is very good.

Standards in **music** at the end of Key Stage 3 are below average because pupils have made unsatisfactory progress due to the limitations of the accommodation, although progress in individual lessons during the inspection was satisfactory. Pupils make very good progress at GCSE and A level. Instrumental performances by pupils in Year 11 show well-developed techniques, a good sense of style and close attention to detail. Composing is well developed. Two pupils in Year 13 quickly extended their skill and understanding when they practised harmonising melodies at the keyboard.

In **physical education**, pupils make very good progress and their attainment is above average at both key stages. At the end of Key Stage 3, standards in hockey are particularly high and pupils have a well-developed degree of control and accuracy in receiving and sending the ball, and a good sense of spacing and teamwork. Attainment at the end of Key Stage 4 is above the level of national expectations in many activities, for instance, hockey and basketball. The attainment of the present post-16 pupils who are taking A-level physical education and the Community Sports Leaders Award is above average in practical activities, and their written work is average.

Since the previous inspection, pupils' attainment has improved in English and French, and their numeracy skills are better. More students are now entered for A-level examinations but weaknesses remain in Key Stage 3 art and in the use of information technology to enhance learning in other subjects.

Pupils with special educational needs generally reach standards below those of most pupils. In some subjects, however, particularly English and in modern foreign languages at Key Stage 3, their attainment is not far behind the average. All Year 11 pupils on the special education needs register achieved some GCSE success in 1999. For example, the three pupils at stage 3 on the register obtained 23 passes between them, eight of which were the top grades A*-C. This represents a significant achievement. The progress of pupils with special educational needs is generally good at both Key Stages 3 and 4. Progress is best when teaching ensures that the work and resources are well matched to pupils' needs, and when learning support assistants are available in lessons to focus on helping pupils on the special educational needs register.

Pupils whose first language is not English make satisfactory progress with specialist support. When appropriate, they are able to take GCSE examinations in their mother tongue. Past success rates have been good. Travelling children currently in the school are making satisfactory progress.

Attitudes, behaviour and personal development

Pupils' behaviour in and around the school is good, particularly in the relatively narrow corridors and on the staircases. As at the time of the previous inspection, the school is an orderly community. Behaviour is sensible and self-disciplined. This inspection evidence confirms the views of parents that behaviour is good. Pupils are trusted and show themselves worthy of that trust by their behaviour around the school. For example, musical instruments are treated with care. There have been one permanent and 61 fixed exclusions in the past year. These figures are below average for permanent exclusions but above average for fixed exclusions.

Attitudes to work are good, and pupils are often interested and enthusiastic about the tasks they are given. For example, in English, they are willing to write at length and take pride in the appearance of their work. In media studies, pupils are interested and keen to explore issues that have relevance and meaning to them. In modern languages, pupils concentrate well and maintain their interest and effort throughout lessons. However, in a small minority of lessons, pupils become inattentive and chatter when the teacher is talking. In most cases, this unsatisfactory behaviour stems from weaknesses in teaching. For example, in English, there were isolated occasions when teachers did not make the purpose of the lesson clear to the pupils or they did not manage the class effectively during oral work.

Pupils work well collaboratively when they are required to do so. For example, in modern languages, they often support and encourage each other in their spoken responses and, in physical education, sixth formers help in lessons at both key stages and in sports clubs. They evaluate each other's performances constructively in music. Relationships amongst pupils and between pupils and adults are good. For example, during a physical education lesson on hockey, two high-attaining boys sensitively helped another boy who was having difficulty in learning new skills. Learning support assistants have good relationships with all pupils and provide effective help to many during lessons.

However, pupils' learning skills are underdeveloped, as at the time of the previous inspection when these skills were inhibited by the lack of a library and resource centre. In several subjects, pupils do not have enough opportunity for initiative and responsibility in their learning. For example, pupils' investigative skills in both mathematics and science are underdeveloped. In art, only a small number of GCSE pupils can experiment with different materials and explore a theme with imagination and creativity. Pupils respond well to teachers' questioning in history but are not required sufficiently to pose their own historical questions and carry out their own enquiries.

Pupils with special educational needs and those from ethnic minority groups are well integrated into the life of the school. They generally work hard and want to make progress. They relate well to their teachers and to the learning support assistants.

Attendance

Attendance is good, being above the average for similar schools. The proportion of unauthorised absence is very low. A high proportion of parents indicate that their children enjoy coming to school. Students' good attendance contributes to the good progress which they make at school. Students move purposefully to lessons, so that most have a prompt start. However, about 50 students arrive late for the start of school due to the late arrival of one of the school buses. As a result, a significant number of students miss part of the daily assembly or tutor time.

QUALITY OF EDUCATION PROVIDED

Teaching

The overall quality of teaching is good and has improved since the previous inspection. Teaching is sound or better in 90% of lessons and good or better in 60%. Both of these figures are 10% higher than in 1995. This good teaching helps the pupils make good progress. A finding of the previous inspection was that there was undue variation in the quality of teaching between and within subjects, and this is still the case. There are significant weaknesses in the teaching of science and Key Stage 3 art. The overall quality of teaching is similar at Key Stages 3 and 4 and in the sixth form.

Teachers' knowledge of their subjects is good for the full range of courses, with weaknesses in their expertise for using information technology to enhance learning in their subjects. Their expectations are usually good, especially for lower-attaining pupils, but they do not provide enough challenge through investigative work in several subjects including science, mathematics and history. Teachers' expectations of pupils are not high enough in Key Stage 3 art.

A frequent weakness is that learning objectives are not identified in lesson plans. This weakness is significant where the scheme of work lacks detail. For example, although lesson planning is sound in English, in one-quarter of lessons, teachers did not have a sufficiently precise learning objective.

The teaching methods used are appropriate, and a common feature of effective lessons is that there is a variety of activities and a brisk pace of teaching which secures pupils' interest. For example, in mathematics lessons there is usually an appropriate balance between whole-class teaching and individual working, and in design and technology an effective blend of theory, demonstration and practical work. Music teachers use their varied musical skills very effectively for demonstration or accompaniment.

The management of pupils is effective in a high proportion of lessons but, in a few lessons, there are some weaknesses which reduce the progress pupils make. Where management is effective, pupils know what they have to achieve and the work holds their interest. Instructions and explanations are clear but brisk, and the pupils know about the teachers' expectations of their behaviour and work. Discipline is effective and, for example, pupils are quiet and attentive when the teacher is speaking.

The marking of pupils' work is generally sound though there are inconsistencies. For example, in English and modern languages, pupils are given specific personal feedback on their work with comments which make it

clear what they need to do in order to improve. Pupils respond well to these comments which, as required by school policy, should accompany grades, although they do not always do so. There are instances in several subjects when marking does not provide pupils with constructively critical comments on their work. This variability means that the monitoring carried out by the subject leaders has not proved wholly effective.

Many parents who completed the questionnaire are satisfied with homework. However, some parents at the pre-inspection meeting considered that the usefulness of homework varied with different subjects and teachers. In most subjects, good use is made of homework, for example, in English, modern languages and geography, where valuable tasks are regularly set. But in art, mathematics and science, there are inconsistencies over the setting of homework which is not used most effectively to help pupils make progress. Pupils have homework diaries but these are not always accurately completed. Although diaries are signed by parents and teachers, they are not effectively monitored to ensure that correct homeworks are consistently recorded.

The teaching of pupils with special educational needs is generally good and is the main reason why these pupils make good progress. Expectations of the amount of progress pupils are capable of making are usually good. Planning for pupils with special educational needs in lessons in most subjects is effective, but occasionally not enough attention is given to pupils' individual education plans when deciding on learning tasks and resources. Generally, the match of the work to pupils' various needs is better than was reported at the previous inspection. Teaching methods engage pupils' interest and their behaviour is successfully managed in the vast majority of lessons but there are instances of ineffective classroom management with lower-attaining sets. The teaching of lower-attaining pupils during Key Stage 3 in science is good. Liaison with learning support assistants is satisfactory or better.

All departments are reviewing their equal opportunities policies with reference to their practical application through teaching. This increased awareness was effectively illustrated by good practice seen in English, mathematics and modern languages.

The curriculum and assessment

The curriculum is broad and balanced at Key Stages 3 and 4. This contributes to the progress that all pupils make as the proportion of pupils achieving five or more GCSE passes at grades A* to G is above the national average. Statutory requirements are met apart from the use of information technology to enhance the work in a variety of subjects. The Key Stage 3 curriculum includes all of the necessary subjects and the setting arrangements work effectively. Most pupils study French and Spanish in Years 8 and 9. Year 7 pupils follow an individual learning programme for basic skills of literacy and numeracy and this contributes to their good progress. A weakness is that there are information technology lessons in Years 7 and 9 but not in Year 8, and this disrupts the continuity in pupils' learning. In mathematics, there is no attempt to find out what the new Year 7 pupils know and can do on entry to the school, and this results in some repetition of work.

At Key Stage 4, there is a large core curriculum taken by all pupils, including all the necessary subjects. All pupils take full GCSE courses in a modern language, a design and technology subject and religious education. In addition to the core, pupils choose two options from a list of GCSE courses, including drama, travel and tourism, and media studies. The time allocation to science is above the national average but examination results are below average. All pupils take an information technology course for one hour per week but the standard of the course is below National Curriculum expectations. The school has not used the flexibility available for the Key Stage 4 curriculum to introduce vocational courses designed to facilitate progression to vocational courses post-16, although the school has been accepted as provider of GNVQ courses at Key Stage 4 from September 2000.

In the sixth form, the match of courses to students' needs has improved since the previous inspection. In 1999, 24 out of the 38 students completing their courses moved on to higher education. Fourteen A-level courses are offered together with GNVQ health and social care at Intermediate and Advanced levels. The GNVQ is only studied by girls. A number of pupils choose to take a course for the Community Sports Leaders Award. The sixth-form curriculum consists of either A levels or GNVQ plus a weekly tutorial period together with religious studies. The curriculum is relatively narrow as it does not include extension studies beyond the examination courses and physical education for all pupils.

Planning for continuity and progression in learning varies between subjects and is unsatisfactory overall. Schemes of work provide insufficient guidance to teachers as they plan their lessons in mathematics, science, art and history. In mathematics, this results in a lack of curriculum continuity between different year groups and insufficient emphasis on using and applying mathematics. There is no systematic overview of coursework in science, with teachers using different and sometimes inappropriate approaches to investigation. In art, limited attention is given to work of artists from different cultures and times and, in history, there are insufficient opportunities for individual enquiry.

The enrichment of the curriculum through extracurricular provision is good. The inspection evidence supports the parents' view that the school encourages pupils to be involved in more than daily lessons. There are a variety of activities but the majority are for music and sports which provide pupils with very good extracurricular opportunities. There are many different sports teams including soccer, hockey, basketball, cricket, athletics, cross country, tennis, rounders, netball and rugby. For several sports, there are teams for both boys and girls. Nearly two hundred students take singing or instrumental lessons. Ensembles include a wind band, training band, jazz band, recorder group, guitar group and choirs. Successful tours abroad include Salzburg, Paris and Lake Garda. The music, art and drama departments collaborate to present productions such as *Oliver*, and *Joseph and His Amazing Technicolor Dreamcoat*.

Careers education and guidance is taught by form tutors as part of the personal and social education programme but this is not monitored by the senior manager with overall responsibility. There is a well-stocked careers library which will soon be moving to the new resource centre. A careers consultant normally visits the school every Tuesday when pupils are able to request careers interviews. Owing to illness, this service is not currently available. Careers interviews are for targeted pupils but form tutors do not use the referral sheets for pupils requesting interviews. Also, the school has not used the agreed procedures to identify the training needs of teachers for careers education and guidance. Each year, mock interviews are provided for about 35 pupils in Year 11 by members of the local Rotary Club. It is a pity that this good opportunity is not available for all pupils. All Year 10 pupils follow a programme of work experience.

The previous inspection identified a key issue to improve students' attainment in the sixth form, and this has been achieved. Another key issue was to provide religious education lessons in Year 13, and this is now done. There has been some improvement in the use of information technology by other subjects but this is still a weakness.

Access to the curriculum at Key Stages 3 and 4 is good. All pupils are encouraged to follow GCSE courses. The curriculum is planned to meet the full range of pupils' needs, with good examples in English, physical education, and design and technology. The attainment of boys and girls is monitored, and teachers ensure through appropriate teaching methods and groupings that neither group is discriminated against or allowed to dominate. Good group organisation and effective management were seen, for instance, in mathematics, geography and information technology. Access to the sixth form is satisfactory although boys face restricted options in GNVQ courses. There is good provision for the small numbers of pupils whose first language is not English or who are from traveller backgrounds. Specialist support is effectively used.

The curricular requirements of pupils with statements of special educational needs are met. Setting of classes by ability is working well: it enables teachers to plan more easily for pupils with special educational needs and to organise the work of learning support assistants. The attachment of the assistants to departments is an effective strategy as it enables them to develop their knowledge of subjects more readily and liaise more effectively with a relatively small number of teachers. Pupils with special educational needs have equal opportunity and access to the curriculum at Key Stages 3 and 4, as there is little withdrawal from mainstream lessons.

The school assessment policy is currently under review by a curriculum working party. It is envisaged that the new policy will be in place for the beginning of the new school year. Thus, while there is no over-arching policy in place, there are well-documented procedures and much good practice. The school responded positively to the issues raised in the previous report in continuing to improve the assessment and recording system. Assessment is now a strength in the teaching of English, where internal moderation is well developed and contributes to the high quality of assessment in this area. There are clear effective procedures for assessment in geography, physical education, history, and design and technology. Also, the inaccuracy and inconsistency of assessment in

modern foreign languages have been largely addressed. Such progress has not been achieved in science where the assessment of coursework is not systematic and the assessed practical science is not carried out as required. In all other subjects, the assessment of pupils' work complies with the requirements of the National Curriculum and the examining bodies.

The school has much useful assessment information, which has recently been drawn together in order to track the progress of individual pupils and to set them targets. The use of assessment information to raise standards is a school priority. A range of indicators is used to establish pupils' current levels of attainment and, subsequently, to set targets. The targets established for those in Year 7, their potential attainment level at the end of Key Stage 3, are communicated to parents and pupils during the first term. Pupil diaries are used to record shorter-term targets which are selected from a bank of generic and subject-specific goals. Progress towards these target levels is referenced to the National Curriculum and pupils understand and respond to the resulting information.

Targets for pupils moving into Key Stage 4 are set at the end of Year 9 and take the form of predicted grades in GCSE examinations. The process by which targets are determined is both systematic and thorough. Such targets are reviewed regularly against progress made. Half-termly assessments provide the information by which progress is judged. The system is working very well and provides information which can be and, in some subjects is, used to evaluate the teaching.

The contribution of assessment to the evaluation of teaching and curriculum development has in the past been the responsibility of the subject areas and has not been fully exploited. The potential contribution of the valid and reliable assessment information to the planning of lessons and courses is recognised and is being stressed by senior managers. Further developments are planned.

The requirements for the assessment of pupils with special educational needs are met. Annual reviews are conducted as expected, and information on pupils is disseminated to the staff who need to receive it. The practice of expecting each subject department to prepare individual educational plans is potentially an effective way of organising this work, so that all pupils who have a right to such plans receive them with subject-specific targets. However, individual education plans are of variable quality, some lack subject-specific targets, or have targets which are imprecise, so that pupils' progress is difficult to measure. Good use is made of tests at various stages, including prior to entry, to keep a check on pupils' general progress. Learning support assistants maintain useful informal records on individual pupils and communicate their findings to tutors and the special educational needs co-ordinator, as needs arise.

Pupils' spiritual, moral, social and cultural development

St. Edmund's makes satisfactory provision for students' spiritual development. There is a weekly whole-school act of collective worship and, in most weeks, a year-group act of worship. There is an act of worship in tutor periods on other days. Local parish priests act as chaplains, and a member of a Catholic order is a full-time counsellor and advisor to pupils and parents.

Religious education is a core subject taken by all pupils and has been separately inspected. Some other subjects do make a contribution to students' spiritual development however, including music, history, drama and English. In English, for example, some reflective work was seen on the experiences of First World War poets. In some other subjects however, there is no reference in the planning or in schemes of work to identifying opportunities to promote pupils' spiritual development.

There is good provision for students' moral development. Students are given a good understanding of right and wrong, with most staff providing very positive role models. Students are trusted throughout the school, with rooms left unlocked, and this trust is reciprocated. They are encouraged to think of the needs of others, a feature strongly appreciated by parents. As a result, students are courteous to adults and one another around the school and many play an active role in raising funds for charity. The school has raised significant funds for a range of local, national and international charities and, in some cases, students have themselves taken the initiative in launching activities. Work in a number of subjects contributes to students' moral development, particularly in English, geography, modern languages, physical education and history where, for example, students have focused on issues of exploitation. In media studies, Year 11 students have been engaged in some thoughtful work in identifying social and physical stereotypes in the iconography of comics.

Provision for students' social development is also good. Students are encouraged to work co-operatively in groups, with a particularly strong emphasis on the importance of team working in physical education. In music, many pupils work together in the many ensembles. Pupils in Year 8 take part in a rota to help in the reception area, and older students, particularly in the Sixth Form, have many opportunities to take on responsibilities within the school, including organising activities for sports days and the annual St. Edmund's Day celebration. The school has very recently established a Student Council with representatives from each year group. This enables students to take some responsibility for progressing ideas and suggestions from pupils and students at the school, with priorities being presented by the students to the Governing Body. The curriculum also makes a contribution and pupils study, for example, the changing roles of women in history and population migration in geography. Adults provide pupils with good role models.

In the previous inspection, the contribution made by subjects across the curriculum to students' spiritual and cultural development was identified as a weakness. Although few subjects as yet contribute to the spiritual aspect, the cultural contribution has improved and there is now good provision for students' cultural development. Music makes a very strong contribution. An unusually high proportion of students learn instruments or participate in the school choirs, with correspondingly high participation in musical ensemble work. Students have had the opportunity to take part in a range of overseas touring performances. Music also incorporates opportunities to learn about a range of cultures, as does art, geography and history. Outside formal lessons, book clubs, workshops and theatre visits help to broaden students' experience of their literary heritage.

Support, guidance and pupils' welfare

The provision for pupils' support, guidance and welfare is good and there are some elements that are excellent. Pupils, staff and parents share a high regard, and have a deep respect for the quality of pastoral care and guidance offered by a member of the Catholic community. This support makes a significant contribution to the school's ethos and to developing caring relationships.

The procedures for monitoring pupils' personal development are good. Since the previous inspection, suitable steps have been taken to address identified weaknesses. The organisation of the pastoral curriculum is well co-ordinated and monitored by year heads who share responsibility for organising the content and for monitoring personal, social and health education lessons. To this end the variation in quality, noted in the previous report, remains, albeit in a minority of classes. The quality of teaching, for example on such important issues as drugs awareness, was in one Year 8 class very good and in another poor. Overall, the quality of teaching in the sessions seen was sound. Heads of year and senior staff are very effective in ensuring pupils receive the help they need from the school and, where necessary, a network of outside agencies. Agencies working alongside the school provide good support.

Form tutors and year heads effectively track pupils' behaviour, attendance and academic progress. Setting short-term targets, for the minority of pupils who are giving cause for concern, is proving to be effective. However, other forms of target setting, in departments and on pupils' reports, are less effective in providing a focus for improvement and progress. The targets set by departments tend to be organisational rather than academic; they are too general and lack specific and achievable goals. There is a good system for mentoring a carefully selected small group of Year 10 pupils with mentors provided by the Business Education Partnership.

The school has suitable and effective measures in place for child protection. A training programme has begun that will, in due course, contribute to school-wide training and an induction programme. This approach is in line with guidance materials issued by the local education authority.

The school works closely with a member of the governing body to ensure appropriate steps are taken to meet the requirements of the school health and safety policy. No major issues were raised during the inspection. The major building works, now nearing completion, have been handled well and have taken into account pupils' health and safety at all stages. The school arranges many visits for pupils to places of interest in this country and abroad, and the staff who plan these visits have appropriate codes of practice to follow when organising transport and supervising pupils.

The school is very short of suitable accommodation where confidential interviews can take place with parents and outside agencies. As mentioned in the previous report, the school has insufficient space and facilities for pupils who are ill and needing medical attention.

Partnership with parents and the community

St. Edmund's provides good information to parents about the school and about how well their children are doing. School reports are detailed and personal to each student and have included comments and grades from each subject teacher on the students' progress and on their attitude to learning. A notable feature is the opportunity in each subject for students to write their own self-assessment. Reports are appreciated by parents, although a weakness is that there are no explicit targets for improvement other than those pupils set for themselves. The school prospectus and an 'expectations' letter include appropriate information about the school and its policies, and parents are kept informed about news and events through regular school newsletters which parents strongly value. All students have a school diary through which it is intended that parents monitor their children's homework. A very high proportion of parents describe the school as approachable, which is confirmed by the experience of the inspectors.

There is a small but very active Friends of St. Edmund's Association which organises a range of activities and events, and which has raised substantial sums for the school. Some parents have also come into school to help, alongside students, in work to refurbish the school hall for drama and music. Along with the East Kent Education Business Partnership, parents have also helped to introduce some of the effective links which the school has been able to develop with local firms and businesses. These make a good contribution to students' education through work experience, mentoring, the practising of interview techniques and through some special events, such as a recent mathematics revision day for GCSE students hosted by a local pharmaceuticals company.

There are good links with the several parishes which the school serves, and the parish priests are regular visitors to the school. St. Edmund's continues to liaise closely with the five main Catholic primary schools from which the majority of pupils come and to which a number of students return for their work experience. Good use is made of visits, including theatre and museum trips, to enrich the curriculum. The school supports a range of charities and students participate in local events in support of those in need, for example, in providing the entertainment at the Christmas dinners which a local company organises each year for the elderly and disabled.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

At the time of the inspection, the headteacher had been in post for just less than two terms. In that time, he has carried out a wide-ranging and perceptive analysis of the school's strengths and weaknesses to ensure that the school will continue to improve with a clear sense of educational direction. This involved consultation with staff who also completed questionnaires on the perceived needs of the school. Five major priorities were determined by consensus. These are: the quality of teaching and learning; assessment and student action planning; development of the sixth-form curriculum; positive behaviour management; staff development. They form the basis of the new school development plan which is being implemented during the current academic year. Each of these priorities is being purposefully developed through a subcommittee of staff. The involvement of staff in formulating the school's priorities gives them part-ownership of the initiative. They have a clear understanding of the plan and a strong commitment to its success. Realistic timescales have been set and there are appropriate criteria for assessing the outcome of each development. In addition, the school is continuing previous priorities, such as the development of policies for literacy, numeracy, and information and communication technology. The school analyses pupils' attainment thoroughly and sets targets for their development at each stage.

The senior management team consists of the headteacher, two deputy headteachers and two senior teachers. The long-serving deputy headteachers make an important contribution to the school's positive ethos and provide strong support for the headteacher. It is good that the work of all of the senior managers involves some monitoring and support for pupils' attainment and the quality of teaching, but the extent of this varies from manager to manager. All senior managers contribute to the internal inspections of departments. The structure of

the senior management team as expressed through the job descriptions, which have not been recently reviewed, lacks coherence and tends to focus on administrative tasks rather than strategic leadership and raising standards.

The school is supported by a conscientious and well-informed governing body. Governors visit the school regularly and readily support school functions. The chair of governors meets frequently with the headteacher. The monitoring role of the governors has been extended and formalised since the previous inspection. Individual governors are linked with subjects and they meet with heads of department twice a year. The governing body receives an annual written report from each head of department. Governors see their monitoring role as mainly pastoral and supportive. They respect the professionalism of the head and staff. They analyse academic results carefully, but their function as 'critical friends' is not yet well developed. However, this aspect is improving through the work of the curriculum committee which receives copies of the internal inspection reports, and its members discuss the findings with the head of department. There are appropriate governor subcommittees. The governors monitor the school's finances very closely. They are clear on the financial implications of the school's recently changed status. All decisions in respect of the current negative budget have been responsibly considered. Governors are particularly active in seeking grants to assist the school's development. They have played a significant role in enabling the recent building programme to take place.

The management of individual departments is satisfactory overall. Some, for example, English, geography, music and physical education are well led. Only the art department has failed to respond adequately to issues raised in the previous report. While development planning at a whole-school level is good, departmental development plans are inconsistent in quality. Some, such as music and modern foreign languages, lack timescales and criteria for success. Personal targets are agreed with teachers but, for example, those in mathematics are vague and difficult to measure. Developments in English and geography are particularly well planned. The GNVQ course is well managed and involves teachers from several subjects. Staff are well informed about organisational matters. All relevant information is included in a comprehensive staff handbook.

The school has over the past year been developing good systems for monitoring departments and individual staff. The English, mathematics, design and technology, religious studies and science departments have all undergone inspection by the senior management team. This has resulted in target-setting for each department. The line management of departments is currently the responsibility of one deputy headteacher. The approach is good, but it is not yet firmly embedded and it is being gradually refined. The process enables the planning of each department to follow a uniform pattern. However, the responsibility for the deputy headteacher is onerous and there is a need for these line management responsibilities to be shared. Individual teachers are regularly monitored by subject leaders and targets for development are agreed for each teacher. Subject leaders are currently engaged in standardising their approach to the monitoring of teaching. This system is in its early stages and some monitoring lacks rigour and targets set for staff are mostly too vague. Heads of year work efficiently and cohesively. Communication on a day-to-day basis is good, partly through a daily staff briefing before school. The work of the school is strongly supported by the administrative staff.

The school has made satisfactory progress overall in responding to the key issues from the previous inspection. Resources have increased and significant steps have been taken to remedy deficiencies in the accommodation. Most of the mobile classrooms have been superseded by permanent accommodation. Building is in progress which includes provision designed appropriately for music and drama. The cross-curricular use of computers remains inadequate, and this is one respect in which the school does not now comply with statutory requirements. Not all departments yet include in their handbooks or schemes of work information relating to the contribution the subject makes to the spiritual and cultural development of pupils, which was considered inadequate in the previous inspection.

The school has a positive ethos which is rooted in its Catholic mission statement. It seeks to provide education, guidance and support within a spiritually enriching community, where every pupil is valued and enabled to achieve his or her full potential. There is a good set of aims which acknowledge the partnership between home, parish and school, and the need to prepare pupils fully for the next phase of their lives. Relationships in the school are good. The headteacher, staff and governors have a common sense of purpose and provide pupils with an effective learning environment dedicated to high achievement.

The provision for special educational needs is well led and organized by the co-ordinator in most respects. Reviews are managed carefully, links are made with outside agencies, and learning support assistants are deployed effectively and have regular meetings with the co-ordinator to share information and to plan. However, little monitoring of the quality and effectiveness of individual education plans is taking place, so that the practice of devolving the writing of plans to departments is not underpinned by the expert oversight which the co-ordinator could provide. While the policy for special educational needs is clear, it lacks some necessary information, including the arrangements for involving parents and the criteria for evaluating the success of the policy. This means, with respect to the latter omission, the governing body is not well placed to report annually to parents on the success of the policy, as it is required to do.

The school promotes the learning of all of its pupils, and is aware of the full range of their needs. It has improved its systems for monitoring the performance of boys, girls and minority groups since the previous inspection. The school promotes good community and personal relations. The school policy for equality of opportunity focuses on compliance with legal requirements and non-discriminatory practice although its mission statement states that every pupil should be valued and enabled to achieve their full potential.

Procedures for monitoring the work of the school are better than at the time of the previous inspection and this aspect of the school's management is developing well. Leadership of departments is on the whole now more consistent in quality. Development planning at a whole-school and strategic level is now good. There are no major issues outstanding from the previous inspection relating to the school's leadership and management. The school is well led. It has identified appropriate targets for improvement and many of its staff are very committed. It has a good capacity for improving further.

Staffing, accommodation and learning resources

The school has a sufficient number of suitably qualified and experienced teachers, many of whom are long serving, together with some recently appointed staff. This blend of teaching experience contributes positively to the overall quality of education achieved. Since the last inspection, the heads of art and music are now fully qualified. There are sufficient classroom and administrative staff who are highly valued and give excellent support to the school and its activities. There is adequate technician support at present except in science. There is a good gender balance of teaching staff but only one female member of staff holds a senior post, a similar situation to the last inspection.

Learning support assistants are sufficient in number and are well prepared for their role of helping pupils with special educational needs to make progress. Several have undertaken long in-service courses in learning support or have attended relevant short courses. They are committed to their work and are effective in working with teachers in enabling pupils with special educational needs to make generally good progress. Because of their work within particular departments, assistants have better knowledge of teachers' planning than was reported to have been the case at the time of the previous inspection.

Arrangements for the professional development of staff have improved since the last inspection and the school achieved the nationally accredited Investors in People award for two successive years. Regular staff reviews take place for teaching and non-teaching staff and targets are set for improvement and development. In some instances, these targets are too general and imprecise. Staff development is now linked to individual and departmental needs prioritised against whole-school development plans. This is an improvement since the last inspection. Arrangements for the induction of new staff, including newly qualified teachers, are satisfactory. Monitoring takes place and agreed targets are set. Opportunities are given to staff to attend various school-based and local education authority courses for continuing professional development.

Since the last inspection, most teachers are now deployed in their specialist areas and the Investors in People award has brought a focus to the professional development of all staff. Considerable in-service training has taken place for information communication technology and there is a three-year development plan for training in information and communication technology for specific subjects. Training in developing materials for pupils of different abilities has also taken place, but its effect is not seen in all departments as yet.

St. Edmund's has benefited from considerable improvement to the buildings since the previous inspection. There is

now sufficient accommodation for the number of students, with new purpose-built blocks providing very good teaching areas for English, mathematics, design and technology, and information technology. Science laboratories have been refurbished, although the preparation rooms remain unsatisfactory with insufficient ventilation. At the time of the inspection, there was still no library or resource centre, although this will finally be available for students' use by next term. Displays are well used in most classrooms. In music, standards have been adversely affected by the poor accommodation in which the subject was taught earlier this year and which restricted opportunities for practical work. New accommodation is currently being built, however, and next term the pupils will benefit from improved teaching areas. Toilets, which were identified in the previous inspection as unsatisfactory, have been refurbished, with additional facilities added in the new blocks. There are only lockers available for sixth form students to use, and this is the cause of some complaint by younger pupils.

Accommodation for physical education remains poor. The school is dependent on the use of a recreation site which involves taking pupils 300 metres along a narrow road. Although the potential hazards of this are well known to staff who do their best to minimise the risk, they are unable to eliminate it completely. Hockey has to be played on a hard surface, which is less than satisfactory, and the school gymnasium is cramped and in need of renovation. The changing rooms are too small for the numbers often using them and the showers are unusable. Although students achieve high standards of attainment in physical education, their progress is nevertheless inhibited by these poor facilities.

Overall, there are adequate learning resources for the school's curriculum and range of pupils. There are sufficient textbooks in most subject areas, an improvement since the last inspection, which include books and differentiated material for pupils with special educational needs. Pupils are able to take books home for independent study, particularly at Key Stage 4 and in the sixth form, but this does not happen in all departments. Booklets and worksheets are used to supplement and support textbooks but they are overused in some departments. There is no main school library/resource centre, a similar situation to the last inspection, but the school is in the process of establishing this in a new teaching block. A committee has been formed to plan and organise this new facility and a librarian has been appointed.

Since the last inspection, computer provision has been improved but there are still difficulties in access to using information and communication technology as a resource to broaden the learning experience of pupils, as in the previous inspection. Good use is made of museums, art galleries and field centres to enrich the curriculum, and some departments are involved in residential activities, theatre trips and cross-curricular holidays.

The efficiency of the school

At the time of the previous inspection, the school had a large budget deficit but this was cleared by 1999. During the current year, the school has a budget deficit of about £60,000 which has been agreed with the local education authority. The causes of this deficit are reductions in its budget as it has moved from grant maintained to voluntary aided status, a fall in pupil numbers in the sixth form, and the need to contribute to the cost of new buildings. The deficit will increase during the next financial year. Another contributory factor to the deficit is the high cost of staffing. The staff is stable and almost all teachers are at the top of the main pay scale. The governing body wishes to reduce the percentage of its budget spent on staffing.

There is an outline financial plan for the next five years, and acknowledgement that removing the deficit will involve not replacing staff who leave and increasing the teaching load of all staff. However, there are not detailed plans to show possible strategies for solving the budget deficit. The governing body agrees and monitors the school's budget. The school benefits from the business expertise of several governors. In past, allocations of funding to subject departments has been based on historical amounts, but a new approach of bidding against the school's priorities for improvement will be introduced for the next financial year. The budget for special educational needs is used appropriately, principally for staffing. Its use provides good value for money in terms of the progress made by pupils with special educational needs.

There are some efficiency issues over the deployment of staff as, for example, the average time each teacher spends on teaching is a little below the national average and some senior staff have relatively low teaching timetables. The learning support assistants are used very effectively and their attachment to departments increases their efficiency. The accommodation is used well. Very effective use is made of the limited accommodation for

drama, physical education and music. Resources are well used, although access to computers is difficult for several subjects.

The efficiency of financial control and administration is good. The bursar is employed for two days each week and deals with all of the day-to-day administration. End-of-month reports are provided to cost centre managers such as heads of department. The office staff are well organised and day-to-day administration is very good.

Pupils' attainment on entry to the school is below average, and their overall progress is good both academically and personally. By the end of Key Stage 4, pupils' overall attainment matches national averages when measured by the average results of each Year 11 pupil. However, there are significant weaknesses in science, Key Stage 4 mathematics and information technology. The school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

Standards of attainment in English are below national average at the end of Key Stage 3, and in line with the national average at both GCSE and A level. In the end of Key Stage 3 tests in 1999, results have been below those for all schools and similar schools, and below those achieved by the same pupils in mathematics and science. The 1999 results followed the same pattern, although they were significantly improved after an appeal over the accuracy of external marking. The attainment of current pupils in Year 9 is close to national averages.

Since the last report, there has been an improvement in examination results at GCSE. In 1999, the proportion of pupils achieving higher grades was slightly above the national average for comprehensive schools, with boys performing better than was the case nationally. The A*-C pass rate in English literature was well above the national average, as it has been for some years. This has to be seen in the context of the school entering up to sixty per cent of the ablest pupils for the subject, as opposed to the 80% of pupils entered nationally. Results over the last five years have been consistently close to those achieved by all schools nationally. In both subjects, all pupils entered in the last two years gained a pass grade. Improving points scores reflect the increasing quality of passes achieved, particularly at the highest grades. The attainment of pupils currently in Year 11 matches national averages.

The 1999 A-level results showed fewer higher grade passes but a 100% A-E pass rate. Results over the past few years have been at the national average, and a fair reflection of the ability of the many pupils who choose to take the subject. This is the case with the attainment of the current Year 13 pupils.

Pupils make good progress at both key stages and in the sixth form. The attainment of pupils on entry to the school is below average. They make good progress at Key Stage 3 particularly in reading and close listening skills, and in learning to use varied and appropriate vocabulary both in speech and writing. They become competent in recognising when Standard English is needed and are aware of the demands and opportunities presented by such varying forms as letters, articles, poetry, play scripts and narrative. Pupils in a Year 8 class made very good progress in deciding on precise and appropriate vocabulary to classify their own imagined creatures in textbook style, being able to define 'unisex', 'omnivore' and 'herbivore'. Pupils with special educational needs make good progress especially when they are being creative or expressing their own viewpoint. The work of some higher-attaining pupils is impaired by relatively poor spelling habits, and by written pieces which rely on care and effort rather than variety and vividness.

Most pupils, including those with special educational needs, make good progress at Key Stage 4. Higher attainers make very good progress, for example, in a Year 11 lesson where most pupils showed the ability to discuss three contrasting wives from literature, and to evaluate which one most deserved sympathy or understanding. Pupils make better progress with writing skills than with speaking skills. Whilst pupils learn to think before speaking, and can speak correctly and at length in formal situations, they can be superficial in group discussion. Many pupils in a Year 10 group which was planning a journalist's interview with a character from 'Of Mice and Men' spent too long discussing minor details and were too easily satisfied with vague and predictable ideas. Good attendance, methodical organisation and well-applied study skills contribute to pupils' good progress. The progress which pupils make at A level relies on their diligent work and note-making skills. They are, however, rather teacher-dependent and show too little originality both in oral work and in some written assignments.

Pupils' attitudes to learning are good in all years, as they were during the previous inspection. Most enjoy English and during lessons they listen, concentrate and work hard. They write willingly and at length, and take considerable pride in the appearance of their work. Some Key Stage 4 pupils of average attainment remain over-cautious when writing: in situations where speed or brevity is required they do not adapt well. The majority of pupils work maturely in pairs and groups; in class discussion too many are hesitant to become involved in expressing their ideas, although they listen carefully to what is said. The atmosphere in classrooms is usually courteous, civilized and harmonious. The quality of pupil response often depends on how clearly teachers convey the purpose of the lesson, and how effectively they manage pupils during oral work. When done

well, as in a Year 8 lesson comparing diary entries from two persecuted writers, pupils are keen to succeed, responding with patience and enthusiasm. In contrast, the response of a Year 10 group to work on war poetry was casual, many pupils being uninvolved or flippant because the teacher failed to engage their interest in the issues.

The quality of teaching has improved since the last inspection and is now good. Whilst one in ten lessons is unsatisfactory, two thirds are at least good and a quarter very good. Teachers plan lessons thoroughly, using a wide and imaginative range of approaches and resources. In a quarter of lessons, however, they do not have a precise enough idea of what they expect pupils to learn and how this is to be achieved. Vague and unstimulating whole-class discussion follows. In contrast, the quality of most oral work is high. Pupils in a Year 9 class were urged to look beyond the surface ideas of a novel about nuclear devastation: as a result, they understood the theme of the need to forgive and to move on in life. Lessons are taught briskly, engaging pupils' attention and contributing to the pace of progress. Sometimes, the pace of a lesson is too unrelenting, and opportunities to explore ideas, themes, emotions and the pupils' own experience are lost. An example was an A-level lesson on 'Volpone' where the teacher offered many excellent and relevant references, but did not give pupils time to link and assess them. Relationships between pupils and teachers are usually very good, but occasions were observed when they were distant or too formal, resulting in a lack of enjoyment and a limited sense of purpose for both parties. The quality of relationships created by the teacher in a low-attaining Year 9 group helped pupils to realise how famous orators had used rhetorical devices. They then went on to use such devices in preparing a speech of their own on a controversial topic. Valuable homework which extends what is studied in class is regularly set. Teachers mark written work in detail with much sensitive and supportive comment. This is appreciated by pupils who respond well to the targets for improvement which are a very good feature of the marking.

The English department is very well managed. The head of department has, by hard work and example, created a sense of teamwork and shared purpose amongst English teachers, most of whom have other significant school responsibilities. Paperwork is impressive: the scheme of work has been improved to provide a more consistent framework, and there is intelligent analysis of statistics and issues relating to pupil achievement. There are very good assessment schemes which all teachers adhere to. Book resources are good - a contrast to the last report - as is accommodation, with the provision of three new specialist classrooms. There has been progress in integrating computer skills into English teaching, but access to suitable equipment remains a major inhibiting factor. English teachers are committed to high standards. There is a very good ethos for learning. There has been good improvement since the last inspection most notably in the quality of teaching and the standards achieved by pupils at GCSE. High expectations and the willingness to be self-critical make the English department capable of further improvement.

In subjects other than English, standards of literacy are very good. There is an impressively clear and practical policy about language development which was produced by a working group in consultation with all staff. The policy highlights the key areas of spelling, punctuation, grammar, presentation and reading, and gives very good advice about how teachers can best tackle them. Literacy has also featured as an important aspect of in-service training for all staff. As a result, most teachers are well aware of their responsibility for developing literacy skills. Generally, pupils have very good listening skills and, in most subjects, these are used as the basis for regular class discussion. This is not the case in a few geography lessons, and in mathematics staff sometimes miss opportunities to extend pupils' technical vocabulary. In contrast, in physical education, pupils are expected to use the correct names of muscles from Year 7 onwards. Reading is notably well used. Pupils are regularly expected to read aloud in history, geography and science. Many subjects, design and technology being an example, encourage pupils to research for homework by selecting suitable information from a range of sources. The English department has run two book clubs alongside a lunchtime fiction library to stimulate reading for pleasure. The imminent opening of the new library should provide further stimulus to reading.

Almost all pupils are capable of extended writing, and geography and history strongly encourage a range of activities including drama scripts, letters to contemporary figures, formal reports and creative pieces. In science, pupils are too often expected to copy at length from textbook or board. Redrafting written work is widespread, encouraged by the detailed and helpful marking of many teachers who pay particular attention to spelling, punctuation and neatness. The neatness of written work is a strength of the school but, despite the use of commercial programmes alongside teacher correction, spelling remains a weakness in the work of many

pupils. Vocabulary is well developed, the display and use of key words and phrases being a strong feature of teaching in science, mathematics, and design and technology.

Mathematics

The pupils' results in the 1999 national tests at the end of Key Stage 3 were above the national average and above the average for similar schools. Figures for 1997 to 1999 show that performance in mathematics has continued to improve and the 1999 results have already exceeded the targets set for 1999/2000. The average level in mathematics was broadly in line with the national average and the attainment of boys was better than that of girls especially at the higher levels. The attainment of pupils in the present Year 9 is also above the national average although their investigative skills are not so well developed. For example, higher-attaining pupils have a good foundation of number work and apply this with confidence to work on fractions, decimals and percentages. Lower-attaining pupils have a sound knowledge of number and a growing awareness of statistical representations and measures.

The pupils' results in the 1999 GCSE exams were below national averages and well below the average for similar schools with a large number of ungraded results (23 in 1998 and 11 in 1999). The results are well below those of English and roughly equal to those in science with girls performing well below national expectations and below boys on the basis of A* to C grades. The attainment of the current pupils in Year 11 is higher but still below national averages. Average- and higher-attaining pupils have a developing knowledge of algebra, and find the areas and volumes of a variety of shapes. Lower-attaining pupils have a satisfactory grasp of number work and simple algebra, including substitution. The work of all pupils with practical equipment (ruler, protractor, compass etc) is not so secure and their performance on using and applying mathematics lacks confidence and practice.

The pupils' results in the 1999 A-level examinations were broadly in line with national averages. The attainment of pupils in the present Year 13 is broadly in line with national averages as a result of focused teaching and a supportive programme of revision using suitable materials.

Pupil's numeracy skills across the curriculum are good and the school has a numeracy policy which gives useful advice on encouraging mental arithmetic agility, the sensible use of calculators and positive attitudes towards mathematics. Pupils draw time lines and work with chronology and social statistics in history, and Year 9 pupils use statistical evidence to support discussions on drugs, homelessness and recycling in English. They make extensive use of statistics in geography and English at Key Stage 4 as well as in their science GCSE coursework and A-level work. In design and technology, pupils produce nets for a packaging problem and they weigh and cost ingredients in food technology as well as working out quantities and volumes.

Pupils' literacy skills in mathematics are good although their information technology skills are more variable depending on the commitment and confidence of staff. All pupils in Year 7 receive help to raise their numeracy skills using an individualised learning computer program and, for some pupils, this work is continued in subsequent years. In a Year 8 class, pupils carried out a statistical survey of other children using an internet mail room while a Year 13 class had recently undertaken some work on limits using a spreadsheet and were encouraged to access the internet to research a painting by Salvador Dali which included some mathematical ideas.

In Key Stage 3, pupils' progress, over time and in lessons, is good. Their progress is supported by a good revision programme to prepare them for the national tests but marred by a foundation course which repeats much of their work already done in the primary school. Progress during Key Stage 4 is unsatisfactory because the pace of work has been too slow and work has not taken into account the full ability range of pupils within classes. Progress in the Key Stage 4 lessons observed was satisfactory and the department is beginning to address the underachievement at GCSE. Pupils' progress in the sixth form is good and this is reflected in the work samples and lessons seen.

The progress of pupils with special educational needs is satisfactory although practice across the department is variable. In a lower-attaining Year 11 class, pupils' progress was well supported by a carefully devised

programme of revision, and the encouragement of the teacher and a learning support assistant. However, in a Year 7 class, pupils made little progress because they were unable to read the booklets and spent too much time copying work and answering low-level questions.

The response of pupils across the school is satisfactory and they show an interest and enthusiasm for their work. They want to do well and, in most classes, they concentrate on teacher explanations and apply themselves willingly to the work. They respond well to challenges when they are presented but their study and revision skills are not sufficiently developed.

Teaching at Key Stage 3 is good and teachers demonstrate good subject knowledge, effective standards of discipline and an appropriate balance between teacher exposition and pupil activity. However, there is too much repetition of work and planning does not always focus on learning objectives. Teaching at Key Stage 4 is satisfactory and teachers demonstrate good awareness of common errors and misunderstandings but their planning does not always take account of the whole ability range and homework is variable with too much emphasis on finishing off work, learning notes or revising for tests. Teaching in the sixth form is good with teachers demonstrating good subject knowledge of the individual specialisms on offer.

The subject curriculum meets statutory requirements but schemes of work in Key Stage 4 and the sixth form are incomplete. There is a lack of curriculum continuity from Key Stage 2 to Key Stage 3 and across different year groups where information on pupil attainment is not passed from one teacher to another. Procedures for assessing pupils' attainment are satisfactory and these are recorded in mark books, although not in terms of National Curriculum levels. Target setting is rather generic with too much emphasis on presentation rather than subject-specific skills. The department does undertake a thorough analysis of its data but these analyses are not yet fully used to identify and help pupils who are underachieving.

The management of the department is sound and the department is attempting to address its underperformance at Key Stage 4 at the same time as building upon its successes at Key Stage 3 and in the sixth form. Much work is still to be done and the department is involving itself enthusiastically in a number of initiatives and experiments to improve attainment. Departmental development planning is too brief and, while responding to immediate issues, does not sufficiently link with the school development plan to ensure common priorities or provide an overview of departmental development into the twenty-first century.

Staffing is adequate and all staff are suitably qualified but staff development is not monitored or effectively linked to personal targets which are rather vague, not time constrained and difficult to measure. There is insufficient delegation of significant responsibility for aspects of the mathematics curriculum. The department has recently moved to its own departmental area in a purpose-built block and has benefited from the purchase of new textbooks for Key Stage 3. Resources are suitable but there is insufficient access to computing facilities. The department has addressed some of the issues raised in the last inspection report including classroom control and marking of pupils' work. However, there is still too little investigative work at Key Stage 3 and inadequate access to information technology. The department is improving and has the capacity to continue this development.

Science

The pupils' results in the 1999 national tests at the end of Key Stage 3 were at the national average for all maintained schools and have risen each year since 1997. The attainment of the current Year 9 pupils seen in the books and in lessons is below national averages. The pupils' results at A*-C grade in the 1999 GCSE examination at the end of Key Stage 4 were below national averages. The A*-C grades of the previous three years were below the national average and the current Year 11 pupils' attainment is also below national average. Attainment in chemistry is below biology and physics at Key Stage 3 and particularly at Key Stage 4. The below average attainment of the current Year 9 and Year 11 pupils is a result of some poor teaching, the lack of a systematic approach to science investigation coursework and the absence of a comprehensive scheme of work to ensure continuity and progression. At A level in 1999, results in chemistry and physics were below national averages. Results in biology were above average in 1999 but below average in 1998. Attainment of the current post-16 students is below national averages.

From lesson observation and a scrutiny of pupils' workbooks, the overall progress at Key Stages 3 and 4 is unsatisfactory although some pupils make satisfactory progress, for example, in the two higher-attaining sets in Year 11. Pupils with special educational needs make good progress at Key Stage 3 as a result of effective teaching and support from learning support assistants. Where support is available at Key Stage 4, pupils with special educational needs also make good progress. At A level, progress is good overall but better in biology and physics than chemistry. Progress is directly related to the quality of teaching. In a Year 7 class working on solids, liquids and gases, the off-task chatter and slow pace of the lesson meant that pupils made insufficient progress. In contrast, pupils in a lower-attaining Year 8 class made good progress remembering concepts from the previous lesson distinguishing vertebrates and invertebrates, and gained new knowledge defining the word 'species'. In one Year 11 class working on alkali metals, pupils made unsatisfactory progress as they did not recognise that hydrogen is produced in alkali metal/water reactions. In another Year 11 class, satisfactory progress was made by pupils studying turning forces and consolidating their knowledge of moments, and all had a better understanding by the end of the lesson.

Overall, teaching at Key Stages 3 and 4 is poor because of a relatively high proportion of unsatisfactory lessons.

Teaching of pupils with special educational needs at Key Stage 3 is good. Unsatisfactory teaching is characterised by insufficient discipline where teachers talk over pupil chatter, a slow pace of lesson, too many instructions and little interaction with the pupils. In the satisfactory or good lessons at Key Stages 3 and 4, teachers have good classroom management skills, give clear explanations and instructions, and assess what the pupils know by focused questioning before moving them on. In a Year 10 class studying total internal reflection, the teacher repeated and emphasised the main concepts using well-chosen activities including a short video, photocopies of light diagrams and practical work on a Perspex block. The discipline in that class was very good. Where teaching is unsatisfactory, some pupils sit with their backs to the teacher, and others are often chatting, and easily become off task. In satisfactory or good lessons, pupils respond by being on-task and demonstrate a willingness to learn.

Teaching at A level is at least satisfactory and often good or very good. Teachers have a pleasant manner with their students, going through the concepts or calculations in short steps, and interacting with the pupils to ascertain their understanding. In a Year 13 class, the teacher wrote short half equations on permanganate/iron titration, challenging the pupils to think if an indicator was needed in the reaction. The pupils then successfully applied the concepts gained to their understanding of permanganate/ethanedioate reactions under the teacher's guidance. Similar lesson structures were seen in A-level lessons on biology and physics. At A level, pupils behave very well, listen quietly and carefully, are fully on task and are becoming independent learners.

The schemes of work at Key Stages 3 and 4 provide skeleton outlines for teaching but are not sufficiently comprehensive documents to ensure consistency and continuity, and to avoid repetitions when a class is taken by new teachers. There is no systematic overview of science coursework planning at Key Stages 3 and 4 with teachers using different and sometimes inappropriate approaches to investigations. Some classes are not doing any truly investigative work at all, especially at Key Stage 3. Prediction and analysing are skills which are unsatisfactorily developed, particularly with regard to the use of scientific knowledge and understanding. Evaluation skills are also poorly developed. The weaknesses of individual pupils are not being specifically targeted to maximise their marks in the investigation sub-strands of planning, observation, analysis and evaluation. There have been coursework problems in a previous Year 11 group, where no coursework was done until 10 weeks before the examination deadline and the class had to be taken over by an experienced teacher to address the issue. No computer-based work was seen in current pupils' books and the use of the computer was observed in one lesson only. Homework is frequently not set by some teachers and unmarked in a number of Key Stage 3 and 4 classes and in some A-level chemistry work.

The teaching of literacy is a strength of the department with pupils learning key words in lower-attaining Key Stage 3 classes and teachers asking pupils the definitions of scientific vocabulary at Key Stages 3 and 4, and post-16. Numeracy is also a strength with pupils drawing their own tables and graphs, and making appropriate calculations.

Pupils were seen working well together socially and in mixed-gender pairs and groups during the week but there is not a general emphasis on pupils' spiritual, moral and cultural development, nor is this requirement emphasised by the science handbook. The head of science sets pupils targets based on tests and other indicators, and also

monitors the consistency of homework marking. The rapid turnover of staff in the previous four years has had a severe detrimental effect on standards and is a major cause of poor results. The head of science leads as a good teacher who has put basic systems into place for teacher support, health and safety, and curriculum guidance, but these need further development to improve standards. Although safety standards were good in the lessons observed, new staff have not had practical in-house training of safety procedures such as using an eyewash. The science technician provides good support but the number of technicians and the allocation of time are insufficient to support a full programme of practical work.

The preparation room is in need of refurbishment as the storage of chemicals in a poorly ventilated, cramped preparation area is unsatisfactory. Laboratories have improved to a satisfactory standard since the last inspection. Since the last inspection, attainment at Key Stages 3 and 4 has declined but standards have been maintained at post-16. Teaching and progress have become poor overall. There is the capacity to improve the standards of teaching and progress of pupils if staff are provided with a comprehensive scheme of work, and given further in-class support to improve teaching including the use of information and communications technology.

OTHER SUBJECTS OR COURSES

Art

In the 1999 GCSE examinations, the percentage of pupils gaining A*-C grades was well below the national average but was an improvement on the previous year. In recent years, the results have improved. In 1998 the percentage of A*-C grades was 30% and 1999 it rose to 39%. The pupils who choose art as an option subject for GCSE attain similar standards in their other examinations. Attainment of pupils in the current Year 11 classes shows a similar wide range of attainment. A small number of pupils experiment with different materials and can explore a given theme with imagination and creativity. In contrast, many pupils have underdeveloped skills. Their drawing skills, and their ability to critically appraise their work as it develops, are weak.

Attainment in the A-level examinations is average overall but the numbers entered and the examination results vary each year. Standards in current classes reflect similar patterns of attainment. Visits to galleries and exhibitions have enabled students to gain an appreciation of the work of practising artists. However, much of the painting and drawing is lacking the depth and intellectual rigour expected of students on A-level courses.

Teacher assessments at the end of Key Stage 3 judge that, for the past two years, the majority of pupils attained standards in line with expectation. The school was unable to support these results with a representative sample of work. The work seen in lessons was below national expectations. There is significant underachievement. The use of, and quality of work in, sketchbooks are weak.

Progress is unsatisfactory at Key Stage 3. Overall, the quality of lesson planning and the use teachers make of their assessments of pupils' progress are poor. By the end of the key stage, standards are lower than they ought to be. Few pupils progressively develop the skills and work habits that equip them for examination courses in art. Progress is sound at Key Stage 4 and post-16. The assessment criteria and examination requirements provide a suitable structure that teachers can use when planning assignments and pupils can refer to as they work. In the A-level course, visits to art galleries give students valuable first-hand experiences that help them explore complex ideas and gain a deeper understanding about art in society. The learning needs of pupils with special educational needs are not catered for when teachers plan lessons.

Behaviour in lessons is good and attitudes to learning are positive. Pupils work well together and good relationships exist between pupils and teachers. Independent research and learning skills are weak and not sufficiently reinforced, for example, through regular homework tasks. Inconsistencies in the setting of homework were noted in the previous inspection report.

Teaching is satisfactory overall, but there are significant weaknesses at Key Stage 3. Expectations are not high enough and lessons sometimes fail to convey a sense of purpose with good pace and challenging interventions. Teachers recognise the contribution they could make towards developing pupils' literacy skills, for example, through analysis and critical appraisal of pupils' own and others' work, but they have few strategies in place to

really make an impact. Pupils' use of a technical language is weak and their knowledge of the arts from a range of cultures is also in need of development. Both were identified as weaknesses in the previous inspection and neither have been included in current schemes of work although informal references were observed in some lessons. At Key Stage 4 and post-16, the quality of teaching is sound with some good features. The work pupils are set is challenging and teachers provide effective support often through individual tutorials or in group discussions. Teachers' expertise, knowledge and understanding of different aspects of the subject are good including the development of computer-generated imagery. A further strength is the skill used to organise and manage large groups of pupils. Relationships with pupils are very positive and contribute to pupils' enjoyment of the subject. Insufficient use is made of day-to-day assessments to plan pupils' next steps of learning in all year groups.

There are weaknesses in the management of the subject particularly in the steps to monitor and evaluate standards and address the weaknesses highlighted in the previous inspection report. The development plan is lacking structure, time deadlines and monitoring arrangements.

Design and technology

GCSE results in resistant materials were above the national average in 1998 and in 1999 and compare very favourably with similar schools and the school's own results. The design and realisation results in 1996 and 1997 were also above the national average. Food technology results were below the national average in 1997 and in 1998. Results improved in 1999 but were still below the national average.

Teacher assessments at the end of Key Stage 3 show standards for the majority of pupils to be at the level expected with a minority above the results found nationally. This is also shown by pupils' current work and their work last year. Pupils use an appropriate range of materials, including wood, plastics, metal, graphics and food. The mechanisms, electronics and information communication technology components are, however, not sufficiently developed. Pupils are able to work in practical situations safely and confidently.

Pupils develop a good understanding of design processes, and higher attainers can generate a range of ideas with a variety of presentational skills including the use of colour, commercial material and other graphical techniques to illustrate their work. The better folders are neatly presented, with careful analysis and good evaluations. The weaker folders often lack depth of research with little variety of approach to the problem solving. The use of information communication technology is a weakness in most design folders at this key stage.

Progress is good overall for the majority of pupils, when the work is carefully structured and when appropriate teacher intervention is used. Pupils with special educational needs make good progress. Good progress was seen in lessons which had a brisk pace and appropriate teacher support, for example, in a food technology lesson based on a Pizza product, in a graphics lesson where pupils were investigating developments of geometrical shapes, and in a resistant materials lesson where pupils were making a steady-hand game using a range of skills.

Attainment at the end of Key Stage 4 for the majority of pupils is in line with national averages. Attainment in resistant materials is above the national average for a minority of high-attaining pupils where design folders are of good or very good quality in terms of in-depth research and careful analysis with constructive evaluations. In food technology, pupils' overall attainment is a little below national averages. However, some work matches national averages, as when pupils designed different types of celebration cake. For all aspects of the subject, pupils' folders also show a range of presentational and graphical skills with some use of information and communication technology. The weaker folders lack depth of investigation with shallow research and a limited range of presentational skills. Practical skills are usually well developed and good quality outcomes are seen across the department.

Progress at Key Stage 4 is good for the majority of pupils. Good progress was seen in project work in resistant materials where pupils were investigating and making a toy suitable for a child. Regular assessment and setting targets help pupils to keep focused on their work. In a Year 11 lesson, pupils preparing for mock examinations were kept on task with good teacher subject knowledge used to develop and explain subject demands. Higher attainers can often work independently on their design folders, and lower attainers including those with special

educational needs, make appropriate progress with very presentable end products. Similar progress is made in food technology where pupils apply themselves to tasks and produce, in the main, design folders of good quality.

Pupils' attitudes to learning are usually positive. They work well and share workplaces and equipment co-operatively. Pupils are polite and courteous in the main and relate well to each other and to adults. There are instances of inattention or distraction during teacher explanations or demonstrations but generally pupils respond appropriately.

The quality of teaching at both key stages is good. The better lessons are delivered with brisk pace, use resources appropriately and teachers intervene effectively. In a good Key Stage 3 food technology lesson where pupils were making choux pastry, the learning objectives were shared with the pupils, questions were effectively used to identify pupils' existing knowledge, and effective classroom management kept the pupils on task throughout. In good lessons at Key Stage 4, there is an effective blend of theory, demonstrations and practical work to help keep pupils on task throughout. A general weakness is that there is insufficient matching of work to pupils' differing levels of attainment. Practical outcomes are usually good at both key stages and pupils take a pride in their work. Marking is consistent and assessment procedures, including self-assessment, are in place and understood by pupils.

For the Key Stage 3 curriculum, the mechanisms and electronics components are not taught in sufficient depth, and information and communication technology is not used consistently to support the learning. Some good use of information communication technology was seen in graphics and some use is made of the digital camera. The management of the department is good. Schemes of work at Key Stage 3 have been reviewed and a common assessment policy adopted across the department. Support for literacy and numeracy follows the school policy with key words on display and in folders. Accommodation is excellent and provides a stimulating learning environment with examples of pupils' work on display to support the learning. Resources are sufficient with the exception of provision for the delivery of information communication technology within the department on a regular basis. Since the last inspection target, good progress has been made and the department has the capacity for further improvement.

Drama

Drama is provided for all pupils in Key Stage 3, and for an option group at GCSE. For the first time, A-level drama is being taught to a small group of Year 12 pupils. Attainment at GCSE has been at the national average for the past two years in terms of A*-C passes, with a good proportion of candidates gaining grades A and B, and all achieving a pass grade.

Attainment of current pupils is average by the end of Key Stage 3 and above average by the end of Key Stage 4. Work seen in sixth-form lessons was at the national average for this age group. At Key Stage 3, pupils learn to plan and perform a story with a theme or message, develop a character, and work in groups to decide how best to stage their work. By the end of Key Stage 4, they understand how to integrate movement, expression and mannerism with speech, and how to support and criticise each other's work. Performance skills are better developed than evaluation skills. In the sixth form, pupils are able to relate drama theory to their own work. This insight enables them to adapt performance according to the impression they are trying to make. Character work is well sustained, though sometimes too stereotyped.

Progress is satisfactory during Key Stage 3, and good at Key Stage 4 and in the sixth form. Whilst pupils learn to consider the emotions behind a character in Key Stage 3, a number are restless to perform. Such enthusiasm is beneficial in Year 7, but in Years 8 and 9 too many pupils can be inattentive when the spotlight is not on their group. The situation is made worse by a curriculum model which means that, whilst pupils experience suitable blocks of time for drama, they have considerable periods of the year when the subject, and its skills and disciplines are not reinforced. At Key Stage 4, there is good progress in learning safe yet realistic physical routines, reacting without speaking, and emphasising group achievement before the preferences of the individual. This further develops in the sixth form where pupils are sufficiently self-aware to be genuinely critical of their own work.

Pupils enjoy drama and all are willing to take part. They are sensible and co-operative in pairs and groups, some being able to work unsupervised when required. They respond well to routines for setting out equipment and ensuring physical safety. Some pupils of both sexes in Years 9 and 10 can show immature behaviour both in whole-class sessions and when changing from one part of a lesson to another.

Teaching is satisfactory at Key Stage 3, and good in GCSE and A-level groups. Teachers have good knowledge of their subject and lessons are well planned. Pupils' work is appropriately assessed. The scheme of work is thorough and useful but, partly because of time constraints, gives too little attention to skills beyond those of performance at Key Stage 3. Accommodation has been unsatisfactory. That it has not impacted adversely on standards is thanks to self-help work by teachers, pupils and parents. A new drama suite, which is almost complete, should remedy most of these problems. The department has a tradition of producing ambitious, high quality plays and musicals which have been greatly appreciated in the community as very good entertainment, and successful vehicles for celebrating the drama talents of pupils.

Geography

Teacher assessment results show that attainment at the end of Key Stage 3 is well above the national expectation. The attainment of boys and girls is similar. The scrutiny of pupils' work indicates the attainment of pupils currently in Year 9 to be just above the national expectation. There has been a marked improvement in attainment at this key stage over the past three years. The work in pupils' books is well presented and indicates a sound depth of knowledge and understanding of the places and themes covered, and pupils apply an appropriate range of geographical skills.

The GCSE results in 1999 are a little below national averages but in line with the average for all subjects in the school. Most pupils attained grades equal to or above their expected grades. All pupils achieved a A*-G grade, which is well above the national average. The attainment of girls was higher than that of boys though well within the range recorded nationally. In a lesson on plate tectonics, pupils had a sound knowledge of and understanding of processes within the earth's crust and the resulting earthquake and volcanic activity at the surface.

A relatively small number of students follow courses in this subject at A level. In 1999, there were five candidates and their results were in line with the national average. Current attainment in Year 12 is below the level expected. Students' levels of knowledge and understanding are satisfactory though they have yet to develop the skills required at this stage, for example, analysing the relationship between processes and changing patterns, and substantiating any conclusions which they may draw.

The department makes a considerable contribution to the development of pupils' skills in numeracy and literacy. Effective use is made of statistical data at all stages and pupils are taught how to analyse and use data in support of findings, they are able to construct and interpret a variety of graphs, and due emphasis is placed on accurate measurement. The completed work of Year 7 pupils shows a sound understanding of latitude and longitude with accurate answers written according to convention. The written tasks set are challenging and take a variety of forms. An effort has been made to increase the opportunities for extended writing. Errors of punctuation and spelling are usually addressed in the marking of pupils' work. Lists of key words are displayed in all classrooms. The contribution made to the development of pupils' skills in information and communication technology is not sufficiently developed. The two computers available for use in the geography room were only used in one lesson seen. A number of high quality CD-ROMs have been purchased, there is occasional use of the internet and some work was done with Year 8 pupils during 1998, but developments are at an early stage. There is some good staff expertise which has helped create a web site for the River Stour.

All pupils make good progress during Key Stage 3. Low-attaining pupils are well supported in their learning and they make appropriate progress in relation to their targets. In a lesson on economic development, Year 9 lower attainers practised and consolidated their atlas skills, advanced their understanding of rich and poor countries, and made good progress as a result of thorough planning, the choice of appropriate and varied tasks and very good pupil management. Higher- and average-attainers are challenged by the work and are able to make the progress expected of them. Progress in all lessons seen was at least satisfactory. The pupils who choose to take geography at Key Stage 4 also make good progress. Previously completed work shows that pupils in Years 10

and 11 have advanced their knowledge, skills and understanding over a range of topics. Lower-attainers are given the support necessary for their full involvement in the work, as in a Year 11 lesson with a mixed-ability group, where pupils were required to make their own decisions using information on tourism, and all achieved a satisfactory result. The progress made by students in the sixth form over time is satisfactory, although there was a lesson seen when their progress was unsatisfactory.

Pupils' attitudes to learning are generally good, and in only two lessons were attitudes unsatisfactory. They behave well and are courteous and respectful. In almost all the lessons, they were able to sustain concentration and listen carefully. They enjoy very supportive relationships with their teachers, and their contributions are valued. Pupils are able to work collaboratively and on their own. Tasks are selected to develop pupils' capacity for personal study, for example, decision-making exercises and data transformation. Their interest in the subject was evident in their willingness to contribute to the lessons.

The quality of teaching ranged between very good and unsatisfactory and in more than half of the lessons was good or better. The planning of lessons, supported by detailed schemes of work, is a strength of the teaching. Teachers are able to select tasks which are appropriate to the needs of the pupils, are well suited to the topic and encourage a range of activities. They usually have high expectations and encourage pupils to produce work which is both accurate and well presented. Pupils are expected to use the correct geographical terms. Where there are weaknesses in the teaching, these result from the ineffective management of pupils. Homework is set regularly and checked. Work is marked regularly; the best marking includes comments which support the learning. Full records are kept. There is an increasing use of target setting but too many targets relate to presentation. Overall, the teaching at Key Stages 3 and 4 is good.

There are two Year 10 classes following a **travel and tourism** GCSE course which was started last September. Pupils are generally making sound or better progress. There is an appropriate course outline but there is not yet a scheme of work. The head of geography has good links with local employers in the tourism industry, and these contacts should help the school to provide the pupils with work experience in the travel and tourism industries. For work on tourism in Canterbury, one class used a wide range of resources including information from a web site, a planning report and newspaper articles. The other class did not use these resources and completed work at a lower level. A good range of fieldwork is planned for next term in Dover. In a very good travel and tourism lesson, the learning objectives were shared with the pupils, explanations were clear, work was well matched to pupils' needs, effective class management resulted in a brisk pace of learning, and the tasks were challenging but realistic. In a less successful lesson, there were weaknesses in classroom management so that some pupils talked over the teacher and a few did not follow the teacher's instructions.

The department is managed very efficiently and effectively, and with much enthusiasm. The subject leader provides good direction for the other teachers who teach the subject for only part of the week. A good departmental development plan has been drawn up which identifies the management objectives and outlines the strategies to be adopted in reaching them. The majority of issues raised in the last report have been addressed although there remains the need for increased moderation of teacher assessments and, more important, the development of information and communication technology in the teaching and learning. The department has the capacity for further improvement.

History

The pupils' results in the 1999 teacher assessments at the end of Key Stage 3 were above the national average. Over the last three years, these results have shown a significant upward trend. The attainment of pupils currently in Year 9 matches the national expectations. Appropriate emphasis is placed on each of the key elements of history and many pupils produce work which is accurate, is based on good knowledge and understanding, and shows proficiency in the required skills.

In 1999, the GCSE results were better than the school's results for all subjects but a little below the national average. All pupils achieved a grade in the range A*-G, which is higher than the national figure and that of the school. The attainment of boys matched that of girls, though there has been no clear pattern in their relative achievement over the past three years. Attainment at the end of Key Stage 4 is a little below national averages overall.

Two students achieved high grades in the A-level examinations of 1999, and all three passed, a significant improvement on the previous two years. Current attainment in Year 12 (there is no Year 13 group) is marginally below the expected level. The pupils' levels of knowledge and understanding are satisfactory but they do not use these effectively in responding to questions. In a lesson where students were asked to evaluate sources and explain different interpretations, the students experienced difficulty in posing pertinent historical questions.

The department makes a very substantial contribution to the development of literacy skills; key words and phrases are explained and writing frameworks developed with the pupils. Pupils are encouraged to draft their work and make corrections. Reading is valued and encouraged at all stages. There is also good practice with regard to numeracy; calculations and accurate measurement are used in developing pupils' understanding of chronology. As at the time of the last report, little or no contribution is made to the development of pupils' information and communication technology skills.

In Key Stage 3, good progress is made by all pupils in acquiring knowledge, skills and understanding over all key elements. Progress in lessons was at least sound. Year 8 pupils studying the Reformation were able to develop an overview of the period through a session of questioning which consolidated their knowledge of people and events. At GCSE, progress is satisfactory overall. Pupils' previously completed work demonstrates progression and continuity in their learning. In a lesson with a group of Year 11 pupils of wide-ranging ability who were studying the way of life of the Plains Indian, good progress was made as they evaluated sources and advanced their research and reference skills. In the sixth form, students' progress is satisfactory.

Pupils' attitudes to learning are good. Their behaviour in lessons was always satisfactory or better. They sustained their concentration and worked well on individual assignments. The relationships between pupils are good and they are able to work collaboratively, as was seen in a Year 9 lesson where groups of pupils studied aspects of farming and transport (1750-1900) in order to report back to the class. Their learning is facilitated by the good relationships which they have with teachers. In all lessons, pupils showed interest in the topics and responded well to the enthusiasm of their teachers.

The quality of teaching observed ranged between satisfactory and very good, and in over half the lessons it was good or better. Teachers have a very good knowledge of the subject and insist upon the accurate use of historical terms. The pupils are encouraged to develop links between the periods studied as was seen in a lesson when Year 10 pupils were able to develop their understanding of 'The Role of the Church in Medieval Medicine' by drawing on their knowledge of the Romans and Greeks. Though there was a lack of variety of method and task in the lessons observed, the work previously completed by pupils indicates a greater diversity and opportunities for all pupils to work to their capability. The classroom management is excellent. Whilst pupils respond well to questioning, they are not required sufficiently to pose historical questions and enquire into topics with their own initiative. Overall, the teaching at Key Stages 3 and 4 is good as pupils make progress as well or better than expected. There is insufficient evidence to make a judgement of the teaching in Year 12.

The planning of the curriculum is a weakness. The schemes of work provide a good basis but are not sufficiently detailed to identify opportunities for the use of different teaching methods, the matching of work to pupils' differing levels of attainment and the matching of learning outcomes to the National Curriculum levels. While the assessment of assignments is comprehensive, there is variability in the quality of record keeping and day-to-day marking. Mark books do not always contain the quantity and quality of information necessary to support teachers' judgements, and pupils' work is not sufficiently annotated with the type of information which aids progress. Teachers' assessments at the end of Key Stage 3 are not secure as there is insufficient moderation, a criticism at the time of the last report, and insufficient use is made of exemplars of work at each National Curriculum level. The department operates in an informal way, and this means that outcomes of meetings, policies and details of the day-to-day running of the department are not made sufficiently clear in the handbook.

The majority of issues raised at the time of the last inspection have been addressed; most notable is the improvement in the provision for pupils with special needs. Though not made explicit in the schemes of work, a variety of strategies for differentiation have been developed. The amount of fieldwork has been increased and the accommodation has been improved. However, any progress made in the development of pupils' information and

communication technology skills through the teaching of history has been insignificant. The department has the capacity to achieve further improvement.

Information technology

Overall, attainment is just below national expectations at the end of Key Stage 3. In the 1999 teachers' assessments at the end of Key Stage 3, the results were slightly below national expectation for girls and boys. The attainment of current pupils in Year 11 is below national averages. All pupils in Key Stage 4 are entered for the CLAIT (Computer Literacy and Information Technology) qualification which is obtained through completing six coursework modules. Of those pupils entered, more than half complete the full course. CLAIT is below GCSE standard and the minority of pupils who move on from CLAIT to take the relatively new IBT (Integrated Business Technology) GCSE-level course take longer to achieve GCSE equivalence than the national average, although course time of an hour a week is only half of the average GCSE time normally provided in schools for a discrete information technology course. In post-16 examinations, pupils' results in 1999 were below national expectations largely due to limited curriculum time for the subject, although an increasing number of pupils have home computers which they use mainly for word processing.

By the end of Key Stage 3, all pupils, including those with special needs, can use the main types of software and demonstrate the basic skills required. However, the majority of pupils in Year 9 do not sufficiently extend their information technology capability by applying their skills in a wide enough range of topics in other subjects. Pupils do not make sufficient use of information technology to solve a variety of problems involving communication with a wide range of audiences or setting up complex models to test in their own investigations in, for example, design and technology and science. A minority are able to design systems, consider their limitations, use systematic search methods fully and, interpret and critically analyse information provided. Although overall attainment in Year 9 is lower than average expectations because pupils have not had information technology lessons in Year 8, the majority of pupils demonstrate sound achievement in the time available and show potential for extending their capability across other subjects.

Good but isolated examples of use seen in other subjects include digital cameras in a Year 7 food lesson to capture pupils' celebration chocolate cakes, and a group of Year 8 pupils using the internet to carry out a user-group survey for mathematics on the ownership and use of roller blades and skateboards. Year 9 pupils draw isometric shapes on a CAD program in order to prepare them to choose from nets to design product packaging. Curriculum support for basic skills in literacy and numeracy is provided in Years 7 and 8 by an individual learning program.

By the end of Key Stage 4, the majority of pupils have attained a satisfactory standard in the CLAIT course, but a large minority of pupils do not complete the six modules required until halfway through Year 12 as only an hour a week of lesson time is available. The CLAIT course provides a test of basic capability but does not extend the higher-attaining pupils whose overall attainment is less than national expectations for GCSE courses.

Pupils' attainment is limited at both Key Stages 3 and 4 due to lack of curriculum time and insufficient opportunity for pupils to use computers in other GCSE subjects. Statutory requirements for cross-curricular National Curriculum work are not fully met at either key stage. Higher-attaining pupils have little opportunity to demonstrate their accuracy in more advanced tasks that require problem-solving, challenge, the testing of hypotheses through developing a variety of alternative models, and the use of more multi-tasking involving the integration of software packages.

The general level of attainment in lessons seen at both key stages is similar to that in the last inspection. Although basic aspects of measurement and control are covered in the information technology course at Year 9, no examples of its extension into science lessons were observed in lessons or from the scrutiny of course work. Examples of database and spreadsheet use do not extend beyond basic functions or formulae in order to solve problems derived from different subject areas.

Overall, pupils made good progress in lessons seen but, over time, this progress is not maintained through the key stage because there is no regular timetabled lesson in Year 8. In Year 9 lessons, satisfactory progress is made over time by the majority of pupils, including those with special needs. The prescriptive nature of the Key

Stage 3 course does consolidate basic knowledge and skills particularly for average and lower-attaining pupils but does not extend higher-attaining pupils through the developing a critical awareness of the opportunities and limitations afforded by information technology. Progress in information technology lessons in the sixth form is invariably satisfactory in the few discrete and GNVQ (General National Vocational Qualifications) key skills lessons seen. The key information technology skills which form part of the GNVQ health and social care course are consolidated through students' research in local work placements to obtain data which students present well in class.

Pupils' attitudes to learning in information technology are generally good at both key stages, particularly for average and lower-attaining pupils including those with special needs, who appreciate the good support they receive from staff. The positive attitudes shown by about a quarter of boys, particularly the higher-attainers, in Key Stage 3 tend to diminish as they move through Key Stage 4. The course teaches accuracy through repetition rather than application through challenge. Higher-attaining pupils often find that the coursework units are insufficiently challenging and so sometimes feel less motivated and come off their tasks from time to time. Generally, however, behaviour in class is good. Pupils concentrate well on their tasks, and co-operate very positively both with each other and their teachers, whom they respect and upon whom they rely.

Teaching was good in all lessons seen at Key Stage 3 and in two-thirds of those in Key Stage 4. Teaching in the small number of sixth-form lessons seen was satisfactory. In a good Year 9 lesson, pupils knew what they had to learn. Most tasks matched pupils' ability levels, and higher-attaining pupils were able to extend their learning to use desktop publishing software by making a brochure on a topic they had chosen for homework. They scanned in their own photographs and wrote at sufficient length and with enthusiasm. Homework is not consistently set across the department but, in the majority of lessons seen at Key Stages 3 and 4, homework was set and marked promptly. Pupils' weekly progress is generally well monitored, and useful and clear records are kept.

Although there has been training since the previous inspection, most teachers in other subjects currently lack sufficient expertise to extend pupils' information technology capability, particularly in Key Stage 4. There is not sufficient time for pupils to critically explore the applications and effects of introducing information and communications technology into society. The department is competently managed and there is a good, co-operative working ethos with a very good technician, effective learning support assistants and other teaching staff. Staff work as a committed team. Maintenance of equipment is managed well and sustains several old machines that need replacement. Access to computers for many subjects during lesson time is difficult. The new learning resource centre will provide additional computers with better Internet access.

Media Studies

Standards in GCSE examinations have dramatically improved in recent years and in 1999 a high proportion of pupils gained A*-C grades. Attainment of pupils in current classes shows similar high standards. Pupils are alert and able to recognise a variety of techniques and effects used by the media. Many comment knowledgeably on the impact of these on the audience and some can offer thoughtful observations about the ways in which different newspapers have responded to the same news item. Pupils can detect bias and recognise stereotyping in the media and in advertising. Standards of visual literacy are high. Although some pupils are reluctant to take part in class discussions, generally there is a good grasp of the technical language. Written assignments in particular provide evidence of accuracy and in-depth research. The quality of presentation is high and demonstrates appropriate use of computers and some design software packages.

In recent years, the attainment of students in the A-level examinations has been broadly average. The numbers taking the examination and the standards achieved varied from year to year. Most recently, all the pupils who have taken the examination have passed and some have attained the higher grades. Attainment in lessons is average overall with some evidence of high standards. The higher-attaining students show an ability to use their wider knowledge to help them understand why certain films have been considered unfit for general release. These studies have enabled them to explore changes in the attitudes and values of society whilst also considering moral issues. Students could convincingly substantiate their views for and against censorship.

Progress in lessons and over time is good. Pupils benefit from challenging and stimulating lessons and very good

teaching. In larger groups, the level of discussion between individual pupils makes a positive contribution to progress. Pupils enjoy the subject. They respond with interest and enthusiasm, and appear keen to explore issues that have relevance and meaning for them. This is reflected in the depth and variety of issues addressed through research tasks.

The quality of teaching is very good with some excellent features. Lessons are stimulating, challenging and conducted at a brisk pace. Excellent use is made of resources, flip charts, videos and printed materials. The quality of interactions is very high with effective use of questioning to probe greater depth and accuracy. These strengths help consolidate progress. Planning and assessment of pupils' attainment and progress through the course is sound. The course makes a significant contribution to pupils' spiritual, moral, social and cultural development through the opportunities provided for reflection and the exploration of cultural attitudes, values and beliefs.

Modern foreign languages

Standards have improved since the last inspection. In 1999, pupils' results in teachers' assessments at the end of Key Stage 3 were well above national averages. Spanish results were slightly better than French. Attainment of pupils in the current Year 9 is in line with the national expectation. Pupils' listening and speaking skills are well developed and their writing is good, though they have insufficient opportunities to write extended pieces. Their ability to read for information and pleasure is underdeveloped, as noted in the last inspection.

Results in the 1999 GCSE examinations were in line with the overall national average in French and above the national average for schools of a similar type in Spanish. Results in languages are well above the school average. Girls performed significantly better in French, but there was some evidence of improvement in boys' attainment relative to girls' in Spanish. Attainment in the current Year 11 is in line with course expectations. It is somewhat better in Spanish than in French. Pupils' language skills development is similar to that seen at Key Stage 3. They have insufficient opportunities to listen to and read extended pieces of language. Attainment at Key Stage 4 has improved significantly since the last inspection. A-level results were good in relation to pupils' prior attainment, notably in Spanish. Attainment in lessons is at the national average in French and above average in Spanish. Year 13 pupils have become confident language users and their writing on advanced topics is very good. Attainment in lessons is in line with the results of national tests in 1999: the improved standards are being maintained.

At Key Stage 3, pupils make good progress across the ability range. This is an improvement since the previous inspection. They acquire new knowledge and can apply it quickly. Good examples were seen in Years 8 and 9 Spanish classes, where pupils discussed occupations and their pets, and in a lower-ability French set, where pupils were able to use past tenses accurately to describe routine things they had done. Good examples of written work seen included imaginative story-writing in Years 8 and 9 French. Pupils' progress at Key Stage 4 is good in French and very good in Spanish, a significant improvement since the previous inspection. In a Year 10 Spanish set, which included a majority of boys and several pupils with special educational needs, pupils developed all their skills describing their daily routine. In a Year 10 French set, pupils expressed a range on personal opinions on school subjects. Year 11 pupils who had begun Spanish as a second language successfully reconstructed in speech a story they had read. Very good written work was seen from Year 10 Spanish pupils who had produced fluent and accurate pieces on topics such as their family and leisure time. Year 12 French students have progressed significantly beyond GCSE in tackling topics such as young people's career aspirations in this country and in France. A-level Spanish students have developed the ability to discuss and write on, for example, the environment and life in town and country. Progress in the sixth form has improved significantly since the last inspection. Pupils with special educational needs make satisfactory, and sometimes good progress in relation to their prior attainment.

Pupils' attitudes, motivation and behaviour are good at all key stages. They concentrate well during presentations and when they listen to recorded material. They work well together in pairs, often supporting and encouraging each other in spoken responses. At all levels of ability, they are able to maintain their interest and effort throughout lessons. Relationships with their teachers and each other are good. They would be capable of more independent work, given the opportunity.

The quality of teaching is a strength of the subject. It is consistently good and is very good in nearly half of lessons. Teachers have excellent personal skills (two are native speakers of French and Spanish) and provide high-quality models of language. Lessons proceed at a good pace and feature a variety of activities. Expectations of pupils of all levels of attainment are high; particularly good examples were seen in lower-attaining sets. Management of groups and the quality of relationships with pupils are very good. Day-to-day assessment is good. Pupils are given detailed corrections and clear indication of what they have to do to improve. Homework is well used, often enabling pupils to extend their knowledge. Teaching, particularly at Key Stage 4, has improved since the last inspection. Good teaching has promoted higher attainment and better progress in languages throughout the school.

Curriculum planning is sound, though schemes of work, particularly in French, are not sufficiently detailed in their coverage of National Curriculum programmes of study. Development planning in the subject does not identify training needs and success criteria. Departmental leadership has not created a sufficiently collaborative culture in a talented teaching team. The department should review its spending priorities to ensure that older pupils have their own textbook and that a smaller proportion of the budget is spent on photocopying. Overall, the department has made good progress since the previous inspection and has the capacity for further improvement.

Music

Pupils attain good GCSE examination results in music. In 1999, the only A-level student achieved grade B. Standards of attainment at the end of Key Stage 4 are above the national average in all aspects of the course. Instrumental performances by pupils in Year 11 show well-developed techniques, a good sense of style and close attention to detail. Composing is well developed. Pupils generally have a good grasp of technicalities, including modulation, and they exploit the qualities of their chosen medium. Good examples included a flute duet and an interesting arrangement of an original hymn tune. Pupils have a wide knowledge of theory and well-developed listening skills. Their knowledge of composers, types of composition and different musical eras is less thorough. The A-level students are attaining good standards in all aspects of the course. Attainment in Year 9 is below national expectation. This is because pupils' learning has been disrupted by building work for all of the current term because music lessons have taken place in cramped conditions in a general classroom where practical activities were restricted. Consequently, the pupils in the current Year 9 have not developed an adequate working knowledge of the elements of music prescribed in the National Curriculum. They have acquired a good knowledge of musical theory, developed largely by the use of worksheets, but composing and performing are underdeveloped. Listening skills and the ability to engage in creative group work are well below expectation over the whole range of ability.

Although progress over time has been unsatisfactory in Key Stage 3 due to the limitations of the accommodation, progress in individual lessons during the inspection was satisfactory. Singing develops well in Year 7, where the pupils contribute to two concerts in their first term in the school. They make good progress in learning basic musical literacy, which they consolidate by using electronic keyboards. By Year 8, pupils understand the chord structure of the 12-bar blues. They can mostly play the chord sequence accurately and rhythmically. Some higher-attaining pupils are able to add simple improvisations. Listening skills develop through related listening, for example, to a blues song recorded by Louis Armstrong. Pupils with special educational needs make similar progress to mainstream pupils. They participate wholeheartedly in practical activities and, where support is provided in class, they make good progress. Pupils make very good progress in all aspects of the course in Key Stage 4. Although there is no minimum level of attainment for joining this option group, the subject tends to attract pupils who are already practising musicians. In Year 10, they gain a wide body of musical knowledge. Most pupils could define such terms as riff, ostinato and a cappella. They confidently use improvising as the basis for their composing. In one lesson observed, they worked very efficiently in groups to devise variations on a folk song. Five pupils in all are preparing for A level in Years 12 and 13. In general, they are making very good progress in all aspects of the course. For example, two pupils in Year 13 quickly extended their skill and understanding when practising harmonising melodies at the keyboard.

Pupils' behaviour is good in Key Stage 3. They treat equipment with care and are trustworthy when dispersed for practical work. They listen well to each other's performances and evaluate them constructively. However, in a few lessons, pupils showed poor collaborative skills when working in groups. Most are keen to achieve a high standard, but concentration was not always well sustained. Music is well established as an integral part of the

creative and recreational lives of students preparing for GCSE and A level. Their commitment, enthusiasm and keenness to achieve success are well reflected in lessons.

Teaching is good in Key Stage 3 and very good in Key Stage 4 and the sixth form. Teachers have an excellent knowledge of the subject and of the needs of individual pupils. Resources are of a high standard and carefully chosen for each task. Teachers convey their enthusiasm and use their varied musical skills very effectively for demonstration or accompaniment. They teach at a good pace and set deadlines for tasks to ensure efficient working. There is much helpful intervention in lessons to assist individuals and groups to make good progress. Instructions and explanations are very clear and at a good level for the pupils. In an excellent lesson in Year 11, the teacher enabled the pupils to extend their skills in analysing recorded music under examination conditions. He checked and extended the understanding of pupils over the full range of ability with frequent question and answer. There was a high level of authority and experience in the teaching. Recorded and printed resources were carefully chosen to illustrate the lesson and the teacher revealed a thorough knowledge of the needs of individual pupils. In only one lesson did poor planning lead to unsatisfactory progress. In a combined Year 12 and Year 13 lesson, the remainder of the group were obliged to be little more than spectators while the teacher dealt with students individually.

In Key Stage 3, the learning of theory is now more closely allied to its practical application than at the time of the previous inspection. Resources have been extended, but there remains a need to increase the provision and use of computers. Assessment is regular and fulfils the school's requirements. Occasionally a more systematic use of assessment is needed at the end of a lesson to draw together what has been learned. The management of the department is very good. Every detail of planning and organisation is carried out thoroughly, but the department's development plan is not specific in timescale or criteria for success. Nearly two hundred pupils benefit from the very well-organised instrumental and singing tuition. Many are involved in extracurricular musical activities which are outstanding in range and quality. They provide significant opportunities for pupils' spiritual, moral, social and cultural development. The majority of the ensembles are directed by the head of department who effectively communicates his enthusiasm to pupils while demanding the highest musical standards. Music enhances the worship of the school and regular public performances take place in the school and the community. These activities receive the strong support and warm approval of parents. The extracurricular provision of music and the examination work in the subject are a conspicuous strength of the school. There are no outstanding issues from the previous inspection report. The improved accommodation will shortly enable music to develop still further.

Physical education

Attainment of pupils at the end of Key Stage 3 is in line with national expectations in most activities and in hockey it is above this level. In this activity, pupils displayed a well-developed degree of control and accuracy in receiving and sending the ball, and a good sense of spacing and teamwork.

The results of the 1998 GCSE examinations matched the national average, while those in 1999 were a little below average. This is an improvement since the last inspection when results were below the national average. However, all pupils gained grades A* - G in 1999 which is above average. Attainment generally at the end of Key Stage 4 is above the level of national expectations in many activities, for instance, hockey and basketball, which are taught all through the school. In volleyball, which so far has not been taught until this key stage, attainment is average.

The pupils' results in the post-16 examinations in both 1998 and 1999 were above the national average. The attainment of the present post-16 pupils who are taking A-level physical education and the Community Sports Leaders Award in practical activities is above average, and in their written work is average. They are developing skills in planning and evaluating performance which are above average.

Throughout all key stages, there is no significant difference in the attainment of boys and girls. All pupils showed a good knowledge of the need to warm up before exercise and how to do so competently and safely. This aspect of work has been introduced in response to the last inspection and is clearly being very successful. Through this, the teachers are also successfully implementing one strand of their literacy policy by focusing on key words such as the names of specific muscles.

Pupils of all levels of prior attainment make very good progress throughout all key stages. This is due to teachers' good planning for continuity and progression, their use of assessment data to review the effectiveness of the curriculum and also to the very positive attitudes of the pupils to their physical education. In Key Stage 3, pupils were seen to make very good progress in the ability to implement skills learnt in a practice into a game, for example a square pass in hockey. In Key Stage 4 in volleyball, pupils had made very good progress in a relatively short time to move from no previous experience to the stage of being able to play a competent game. Progress for the post-16 pupils is similarly very good, largely due to the willingness of the teachers and the pupils to work hard together. In theory work, for all examination pupils, good progress has been assisted by the provision of sufficient textbooks for one per pupil and this is an improvement since the previous inspection. A number of appropriate reference books and CD-ROMs have been purchased but access to them is difficult for pupils until the library and resource centre is in use. The system within the department of noting and targeting pupils with special educational needs is very effective in ensuring that all are enabled to make good progress.

Pupils' attitudes to learning in physical education are good throughout the school and very good in the sixth form. All classes seen during the inspection were able to sustain concentration throughout the lesson. Relationships are very good both between pupils and teachers, and amongst pupils. For example, two boys who were very competent in hockey, were seen during a practice with a boy who had great difficulty, to be working with him in a very sensitive and sympathetic manner in order to ensure that he could succeed. Pupils in the sixth form were very willing and eager to take on responsibility for helping both in lessons and in extracurricular activities.

The very high quality of teaching is a significant factor in enabling the pupils to make very good progress. Expectations of pupils are high and the work is challenging. Methods, strategies, organisation and discipline are very good and totally consistent across the department, ensuring that all pupils receive equal opportunities for good experiences in physical education.

The planned curriculum meets statutory requirements at present despite difficulties presented by poor facilities. Pupils taking public examinations are clearly given opportunities to plan and to evaluate their work. Schemes of work for all pupils include planning and evaluation but opportunities to do so were not seen to be given consistently in lessons, particularly in Key Stage 3. A large number of extracurricular opportunities are offered to pupils as an extension of the curriculum. The sessions are open to pupils of all abilities and all are encouraged to participate fully to reach their potential. The school has notable successes with members of county and national teams.

Accommodation and facilities for physical education are poor and it is to the credit of the teachers in the department that, despite this, pupils are able to attain good standards in many activities. The gymnasium is small so basketball is taught and played on a court which is not full-sized. There are no fields on site so hockey is taught on the netball courts, which provide a fast surface but not a full pitch, thus limiting pupils' experience. The changing rooms are too small for the numbers using them and the showers are unuseable. All of the indoor accommodation is in a poor state of decoration and repair. Football and athletics are taught on the local Danes Recreation Ground which is approximately 300 metres from the school. The road to this is narrow and has a narrow footpath on one side for half its length. There are no warning signs or other measures to ensure that other road users are aware that groups of pupils may be using the road. The hazards of escorting pupils up and down this road are well known and recognised by the school, and every effort is made to minimize the risks as much as possible. This is a less than ideal situation with which the school copes admirably in order to ensure the pupils receive a broad and balanced curriculum.

The strong and effective leadership of the department is a major strength and a significant factor in its overall success. The ethos within the department clearly reflects the school's aims and provides a very good environment in which pupils want to learn whilst enjoying their work. The department has made good progress since the previous inspection and has the capacity for further improvement.

Vocational courses

GNVQ courses are currently run in the sixth form in health and social care at Advanced level over two years, and at Intermediate level over one year. The GNVQ courses complement the A-level programme in the school and

provide a well-recognised pathway to university and employment.

By the age of 17, students in Intermediate health and social care attain standards that are well above the national average. Students on Intermediate courses produce bulky coursework portfolios with well-presented assignments using research from local work placements in health centres. Portfolios include evidence from class presentations about the health care needs of old people and children. The presentations develop students' key skills of communication. Students use information technology to draw graphs of varying diets and fitness levels but information technology is not used consistently by students across all units.

By the age of 19, students on the Advanced health and social care course attain at above the national average. In 1999, a completion rate of 100% by Advanced students maintained the good results from 1998. In their well-presented portfolio work, students describe aspects of local health care provision in depth, and often provide useful critical evaluations of different types of provision for children and old people. The percentage of students with merit and distinction grades is at least as high as similar schools. Students plan their work logically, track their own progress, use a variety of information sources to research their assignments and evaluate their own work. They extend their capability in key skills of communication, number, information technology and team working through their work in school and by spending a day a week in local health care work placements. Students do not make sufficiently advanced use of spreadsheets to explore numerical data related to health and fitness levels or to explore the consequences of varying people's diets. Pupils in Year 13 produce and administer a word-processed questionnaire on the moral and ethical aspects of sex education.

GNVQ folders at both Intermediate and Advanced levels are neat and well presented, showing a satisfactory standard of reading and writing skills and, in Advanced level assignments, students make good use of information technology, photographs and diagrams. At both levels, pupils monitor their action plans regularly, although not always in sufficient detail, and in their evaluations pupils do not always explore alternative approaches in sufficient detail. Students' work shows a clear desire to meet course requirements laid down by examination boards. More than a half of all work seen at both levels is of merit or distinction standard, reflecting final grades awarded.

Students' progress is good. Progress in the key skills of communication, number and information technology is clear at both Intermediate and Advanced levels in lessons and coursework, and the majority of students are beginning to track their own key-skills progress, particularly in numeracy and information technology. Through regular assessment, feedback and target setting, the majority of students are able to consolidate theory learnt in lessons and research outside school, and pupils are fully aware of what they need to do to obtain merit and distinction grades for their coursework. In their class presentations, pupils develop valuable team working skills for employment.

Students generally approach GNVQ lessons with enthusiasm and interest, behave in a mature way in school and are well motivated to succeed. They enjoy working in small groups to discuss projects and work independently on computers. Students concentrate fully on their tasks as they are relevant to the working world. Students use material from their work-experience placements to enrich their coursework assignments, and use local libraries well. The new learning resource centre will offer further opportunities for independent research, including internet use.

GNVQ teaching was good in the few lessons seen on the inspection. Teachers are experienced and have suitably high expectations of students. Lessons invariably have a practical, industry focus which is based on a good range of textbooks and worksheets suited to pupils' ability levels. Teachers' planning of subject units, delivery and feedback to individual students is thorough and individual students feel well supported. Key-skills teaching is incidental rather than planned although the need for the regular assessment and logging of key skills, particularly in number, has been addressed by staff and students.

GNVQ lesson time allocation is in line with national expectations, although specialist key-skills lessons are at a minimal level. Through careful attention to details of assessment and monitoring, and links with local health service providers, the school has improved the quality of vocational courses since the last inspection and intends to extend GNVQ into Key Stage 4 in the light of national 14-19 curriculum changes from September 2000. GNVQ courses have a high profile within the school. They involve teachers from several subject areas.

Course teams are committed, well co-ordinated and meet regularly to evaluate student progress. Courses are well monitored on a regular basis both internally and by the examination board. Teachers are building up a stock of resources although central library provision is currently inadequate to meet student needs. Staff expertise in GNVQ assessment, including key skills, has grown steadily through the careful use of external funds for training. The range of links with local health providers has increased since the last inspection. The school is well placed to expand GNVQ courses in the future.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out by a team of 13 inspectors, who spent a total of 48 days in the school over a period of one week. 152 lesson observations were carried out, taking approximately 138 hours. All teachers present during the week of the inspection were observed teaching at least once. A substantial amount of additional time was spent examining samples of pupils' work in each subject for each year, and in examining the subject and management information provided by the school. Planned discussions were held with pupils from each year group, as well as conversations at other times. Discussions were held with governors about their roles and responsibilities. The headteacher, deputy headteachers, senior managers, heads of year, heads of department, and a number of other teaching and support staff had discussions with inspectors. Forty parents attended a meeting to express their views about the school, and the questionnaires returned by 246 parents were analysed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 – Y13	684	22	214	78

Teachers and classes

Qualified teachers (Y7 – Y13)

Total number of qualified teachers (full-time equivalent)

39.95

Number of pupils per qualified teacher

17.12

Education support staff (Y7 – Y13)

Total number of education support staff

15

Total aggregate hours worked each week

321

Percentage of time teachers spend in contact with classes:

76%

Average teaching group size:

KS2

N/a

KS3

26

KS4

22

Financial data

Financial year:

1999-2000

	£
Total Income	1,615,361
Total Expenditure	1,690,344
Expenditure per pupil	2,471
Balance brought forward from previous year	14,975
Balance carried forward to next year	-60,008

PARENTAL SURVEY

Number of questionnaires sent out:

684

Number of questionnaires returned:

246

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	61	9	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	56	2	3	1
The school handles complaints from parents well	28	50	16	4	2
The school gives me a clear understanding of what is taught	23	61	9	6	0
The school keeps me well informed about my child(ren)'s progress	25	57	11	5	2
The school enables my child(ren) to achieve a good standard of work	32	56	8	2	1
The school encourages children to get involved in more than just their daily lessons	30	57	8	3	1
I am satisfied with the work that my child(ren) is/are expected to do at home	28	53	10	7	2
The school's values and attitudes have a positive effect on my child(ren)	32	52	9	5	2
The school achieves high standards of good behaviour	31	53	13	2	1

My child(ren) like(s) school

35	53	6	5	2
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