

# INSPECTION REPORT

## **PUDSEY GRANGEFIELD SCHOOL**

Pudsey

LEA area: Leeds

Unique reference number: 108079

Headteacher: Mr K Cornforth

Reporting inspector: Geoff Headley  
1714

Dates of inspection: 19<sup>th</sup> to 23<sup>rd</sup> June 2000

Inspection number: 184909

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	County
Age range of pupils:	11 - 18
Gender of pupils:	Mixed
School address:	Richardshaw Lane Pudsey West Yorkshire
Postcode:	LS28 7ND
Telephone number:	0113 229 6000
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Helen Widdes
Date of previous inspection:	May 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Headley	<i>Registered inspector</i>		What sort of school is it? The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? School data and indicators.
Gillian Hoggard	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Carmen Rodney	<i>Team inspector</i>	English.	
John Hunt	<i>Team inspector</i>	Mathematics; Information technology; Business education.	
David Benstock	<i>Team inspector</i>	Science.	
Peter Harle	<i>Team inspector</i>	Art.	
Lynne Kauffman	<i>Team inspector</i>	Design and technology.	
Michael Merchant	<i>Team inspector</i>	Geography.	Staffing.
David Wasp	<i>Team inspector</i>	History.	How good are the curricular and other opportunities offered to pupils?
Graham Williams	<i>Team inspector</i>	Modern foreign languages.	Learning resources.
John Morrell	<i>Team inspector</i>	Music.	
Jackie Pentlow	<i>Team inspector</i>	Physical education.	Equal opportunities.
Richard Wilkins	<i>Team inspector</i>	Religious education.	Accommodation.
Michael Newton	<i>Team inspector</i>	English as a foreign language.	Special educational needs.

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## REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>7</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS OR STUDENTS TAUGHT?</b>	<b>11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Pudsey Grangefield is a large comprehensive school for boys and girls aged 11 to 18; there were 1151 pupils at the time of the inspection. Pupils admitted to the school live in the immediate area and areas nearer to the centre of Leeds. About 4 per cent arrive at or leave the school at times in the year other than the usual admission or leaving dates. Most pupils are white, with other ethnic groups represented in small numbers. The proportion entitled to free school meals is average. The attainment of the pupils admitted in Year 7 is very varied but average overall. The proportion assessed by the school as having special educational needs, including those with a statement made by the local education authority, is below average.

### **HOW GOOD THE SCHOOL IS**

The Key Stage 3 national test results are getting better. GCSE results are not improving although they remain average. Almost all pupils gain at least one examination pass indicating that the school enables the lower-attainers to achieve. A Level results have been rising until 1999; pupils taking GNVQ do well. There is much good teaching in many subjects but too much which is unsatisfactory in Key Stage 4. Leadership is focused on improvement but needs to demand more of departments, so that standards rise consistently. Pupils have very positive attitudes and respond well to the school's many good features. The Sixth Form is not cost effective but the school achieves satisfactory value for money overall.

### **WHAT THE SCHOOL DOES WELL**

- There is a sharp focus on school improvement with an emphasis on raising attainment;
- Key Stage 3 results have risen faster than the national trend and some are now above average; GCSE results have risen steadily in mathematics, and in English where several pupils achieve the highest grades; GNVQ results are above average;
- Pupils are taught very effectively in several subjects, they have good attitudes, they form strong relationships, they behave well and learn successfully;
- The school takes very good care of its pupils, it makes very good provision for their social development and monitors their personal and academic progress very well. Those with special educational needs are supported effectively to improve their language and number skills;
- There is extensive extra-curricular provision and good opportunities for pupils to work closely with business and the wider community.

## **WHAT COULD BE IMPROVED**

- There is too much unsatisfactory teaching at Key Stage 4; pupils are not taught well enough in music, religious education and in personal and social education; marking and homework are not always used effectively;
- Whilst literacy and numeracy are satisfactory there is no overall approach to ensure higher standards;
- Shortcomings in the curriculum constrain teaching and learning in music and religious education; the latter is not taught in the Sixth Form; some Key Stage 4 pupils do not get enough science;
- More rigour is needed when monitoring the effectiveness of departments and establishing how they will improve; governors need to take a strategic role and play a part in monitoring the school's work;
- Some subjects have inadequate resources; the library has limited stock and is underused;
- The Sixth Form has some very small teaching groups and is not cost effective.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The Key Stage 3 results have improved since the school was last inspected in 1995. The GCSE results are at the same level after a rise followed by a decline. A Level results reached the national average in 1998 but fell in 1999. GNVQ has been introduced and results are above national figures. Attendance has improved.

The school has responded inconsistently, although on balance satisfactorily, to the key issues of the previous inspection. The needs of the most able are now being addressed. Teaching has improved. Pupils have opportunities to take control of their own learning and show initiative. The role of middle managers has been enhanced although not all have risen to the challenge. Health and safety matters have been addressed. Spiritual development and religious education are still unsatisfactory.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A Level / AS Level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	C	D	C	C
A Levels/AS Levels	D	C	E	

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

At Key Stage 3 in 1999, the proportion of pupils reaching the expected level was above average in mathematics and average in English and science. In science, a higher proportion exceeded the expected level than did so nationally. The overall results are above those of similar schools.

The school surpassed the statutory GCSE target for 1999. English and mathematics results are now equal to the national averages, as they are in history and business studies. Girls do well in all four subjects. Art is consistently below average, information technology well below and geography has fallen to well below.

A Level results were equal to other schools in 1998 but fell in 1999 when fewer pupils entered. The best results were in business studies. In some, such as art, low entries and modest results have prevailed for some time. French has been very poor. Pupils taking a GNVQ achieve above average results.

Standards seen during the inspection largely reflect the attainment of the pupils on entry and the results they achieve. Literacy and numeracy are satisfactory overall but are not promoted sufficiently across subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils come to school willingly and show interest and involvement in their lessons and other activities.
Behaviour, in and out of classrooms	Good: pupils accept and contribute to the school's code of conduct, and a very large majority behave responsibly in and out of classrooms; misbehaviour is mostly linked to weak teaching. Bullying is very rare.
Personal development and relationships	Very Good: relationships are strong; pupils of all ages mix freely and work well together; pupils' personal development is promoted effectively.
Attendance	Satisfactory: a concerted effort has improved attendance steadily.

The school is successful in establishing a good working atmosphere, providing enjoyable activities and helping pupils grow into responsible adults. Whilst attendance is satisfactory there is some lateness

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Unsatisfactory	Good

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

Ninety one per cent of teaching is at least satisfactory; 22 per cent is very good or excellent; 9 per cent is unsatisfactory. English teaching is good overall, mathematics and science are taught satisfactorily; in all three there is little difference between the key stages and there is some very good teaching in each, particularly English. Very good teaching also occurs frequently in design and technology, history and Spanish. Teaching is weakest in music and in religious education at Key Stage 4. Pupils usually learn well and always in response to good teaching.

The skills of language and number are taught satisfactorily overall but the lack of a whole school approach is an obstacle to higher standards. The school is developing strategies for teaching the ablest pupils and is taking opportunities afforded by the Excellence in the Cities initiative. Support for pupils with special educational needs is good overall, but with insufficient response to their needs by some subject teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: broad and balanced overall with provision for different abilities. Some subjects are grouped inappropriately in Year 9. Statutory requirements are not met for religious education. Some Sixth Form classes are too small for effective learning. There is an extensive extra-curricular programme.
Provision for pupils with special educational needs	Good: effective support given to improve the key skills; appropriate alternative courses are provided at Key Stage 4. Individual education plans need to be improved and used more widely.
Provision for pupils with English as an additional language	Satisfactory: the pupils learn and make progress at a similar rate to others; none is at an early stage of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: spiritual development is unsatisfactory; moral development is good; there is very good social development and satisfactory cultural development, although the diverse nature of society is not explored and celebrated sufficiently.
How well the school cares for its pupils	Very good: the school knows its pupils well and looks after their welfare. Behaviour, attendance and academic progress are monitored effectively.

The school has developed a range of ways to consult with parents, keep them informed and work with them to monitor their children's personal and academic progress. There are very good pastoral arrangements, including those for child protection.

The arrangements for grouping some subjects in Year 9 result in discontinuity and insufficient time for music and religious education. The provision for religious education is also inadequate at Key Stage 4 and it is not taught at all in the Sixth Form. Alternative provision for some lower-attaining Key Stage 4 pupils means that they do not receive their entitlement to a balanced science programme. Opportunities in the Sixth Form have increased but some subjects are run with too few pupils; they are not cost effective and the classes do not provide a stimulating learning environment. Links with business and the community enhance the curriculum. There is a wide programme of subject related clubs, visits and residential experiences. Within satisfactory provision overall, spirituality is not developed because there is no co-ordinated approach across the school, and because of inadequacies in collective worship and religious education. Opportunities are given by teachers and taken by pupils to explore moral values. Social development is enhanced very effectively in a range of ways. Pupils' cultural understanding is developed satisfactorily but opportunities are missed to study and celebrate cultural and ethnic diversity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: the headteacher gives clear direction. Strategies are in place to bring about school improvement, although the monitoring of departments lacks rigour. Some weaknesses in departmental management remain.
How well the governors fulfil their responsibilities	Unsatisfactory: governors are supportive but they do not provide strategic leadership. They are insufficiently involved in setting priorities and monitoring the school's effectiveness.
The school's evaluation of its performance	Good: there is a good analytical approach and an honesty about the features of the school which need to be improved.
The strategic use of resources	Satisfactory: finance is linked to the school's priorities; with a few exceptions staff are deployed appropriately; accommodation is well used and developments well planned; learning resources are used appropriately but there are some important shortages. The library is underused. The Sixth Form is not cost effective.

There is an adequate number of teachers and with a few exceptions there is a good match between their qualifications and the subjects they teach. Good use is made of modest accommodation, and developments are well planned. Expenditure on resources has not overcome significant shortages in some subjects. The library has limited stock and is underused. The principles of best value are applied successfully, although small classes and some modest outcomes in the Sixth Form have not been checked. The headteacher has rightly placed a strong emphasis on the improvement of teaching and learning. Appropriate monitoring procedures are in place although they need to be tightened and lead to performance targets, and the results linked closely to departmental action plans.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects their children to work hard;</li> <li>• Their children are making good progress;</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• About two in ten parents are dissatisfied with the amount of homework set;</li> <li>• Just less than two in ten say that the school does not work closely with them.</li> </ul>

Parents' views are largely very positive. The inspection confirms that there is much good teaching, that pupils are expected to work hard and they are making satisfactory progress. Parents' concerns about the school not working closely with them are not supported by inspection evidence. The inspection found inconsistency in the setting of homework, the quality of it and teachers' determination to ensure that it is done.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In 1999, and in the two previous years, attainment in the Key Stage 3 Standard Assessment Tasks (SATs) was in line with the national average. When compared with similar schools the 1999 results are above average. The results are improving steadily in all three core subjects and the overall trend is above the national trend. In 1999 the proportion of pupils gaining Level 5 or higher was above average in mathematics and in line with national figures in English and science. The proportion gaining Level 6 or higher was close to the national average in English and mathematics and above it in science. Overall, pupils did better in mathematics than in the other two subjects; their performance in mathematics was well above that of pupils in similar schools although results at the higher level in science were also well above. Girls do better than boys in English, as is the case nationally; however, their results are further behind the average for their gender. The difference between boys and girls is less marked in the other two subjects; girls' mathematics results are now in line with the national average and their science results are slightly above. The most recent results show that pupils made satisfactory progress from the end of Key Stage 2 to the end of Key Stage 3.

2. The 1999 GCSE results were much better than in the previous year but the trend over six years is below that found nationally. Although the school's latest results are close to the national average the gap between the two has widened slightly; the results are also average when compared with similar schools. In 1999 the proportion of pupils achieving grades A\*- C in 5 or more subjects was very similar to 1994, the figure reported in last inspection. The proportion achieving 5 or more A\* - G grades has fallen, although it remains above national figures and well above that of similar schools. The school is successful in ensuring that almost all pupils pass at least one examination and in this respect pass rates also compare favourably with those achieved nationally and in similar schools. In the two years prior to 1999, GCSE performance dipped from an above average position in 1994, 1995 and 1996. This is partly, but not wholly, a reflection of the two cohorts having lower prior attainment. The pupils who took the examinations in 1999 made satisfactory progress against their results in the Key Stage 3 SATs taken two years earlier. Girls always out-perform boys at GCSE but for the last three years girls' results have been further behind the national average for their gender.

3. Subject results vary greatly. In 1999 most were below average, although two of the three core subjects, English and mathematics, were in line with national figures. Of the three, the highest percentage of A\* - C passes was in English, followed by mathematics and then science. In English, a higher proportion of pupils gained an A\* or A grade than did so nationally and girls did particularly well. The English literature results were below average, although the school enters a very high percentage of the year group and almost all pupils achieved a grade. The progress made by the pupils from the time they took the SATs in 1997 was good in English and sound in mathematics. The science GCSE results were below average but progress from Key Stage 3 was satisfactory overall. In other subjects, broadly average results were achieved in history where the proportion of A\* and A grades compared favourably with national figures, and in business studies where the proportion gaining the

highest grades was above average. There were poor results in music, information technology and Spanish. Design and technology presents a very mixed picture, with results above average in textiles and food technology, including a significant number of the highest grades in the latter; results were average in child development and below average in electronics, graphics and resistant materials. When pupils' performance in particular subjects is compared with their performance in the other subjects entered they did well in English, English literature, mathematics, French, communication studies and food technology. In contrast, they did significantly worse in geography, information technology and Spanish. In 1997 and 1998 when the school's overall results were lower most subjects were below average. Since 1997 there has been great variation between subjects in the trend of examination performance. For instance, the upward trend has been maintained in English and mathematics, whereas in science it faltered in 1999. The history results have improved and have been average for two years; business studies continues to show steady improvement. In contrast, art remains consistently below average, information technology well below and geography has declined. In other subjects, such as French and Spanish, there is some improvement but at a very low level.

4. The target for GCSE passes in 1999 was exceeded and those set for the next two years reflect pupils' prior attainment, evidenced by standardised tests. However, as the targets for both years are lower than the current national average there is a danger that the school will fall further behind the national trend, and to counter this the targets could be more challenging.

5. Over several years, the A Level average point score has risen. In 1998 it was in line with the national figure but in 1999, when there was a much smaller number of entries, it fell to well below average. Pupils' performance varied greatly but in most subjects the entry was too small to make a valid comparison with other schools. The best results were achieved in business studies where all nine candidates passed, including two with an A grade. Two of those entered for psychology also gained the highest grade as did the only one entered for English literature. Pupils did relatively well in mathematics and to a lesser extent in general studies, although in the latter, which always attracts the biggest entry, a quarter failed to gain a grade. In the previous year a much higher proportion achieved A and B grades, notably in English, mathematics, chemistry, physics and psychology, which also had good results in 1997. There were also several A and B grades in general studies, although the overall performance was depressed by the number of failures; this was very significant in 1997 when more than 40 per cent of a large cohort failed to achieve a grade. Art attracts very few pupils, in some years only one, and achieves only modest results. French attracts slightly more but does not enable them to succeed; in 1997 and 1998 there were no passes and in 1999 there were no entries. Pupils taking Advanced and Intermediate GNVQs did well in 1998 and even better in 1999, in both years the results were higher than the national figures.

6. The timing of the inspection meant that Year 11 and Year 13 pupils were not seen in lessons and there were limited opportunities to scrutinise their work. However, inspection evidence from observing other pupils, talking to them and looking at their books and folders shows that attainment varies widely and is higher at Key Stage 3 than Key Stage 4. This reflects the changing pupil profile which reveals that the majority who joined the school in the last three years reached the expected level in the national tests taken in their primary schools. Standards were at or above the national expectation in fewer than six out of ten lessons at Key Stage 4 whereas it was seven out of ten at Key Stage 3. Most Sixth Form pupils are reaching the required standard with a few beyond it. Across all year groups, attainment is average for

the majority of pupils in most subjects, although in several subjects there are examples of the ablest pupils producing high quality work. In contrast, standards overall are not high enough in music and religious education and in information technology at Key Stage 4. In geography, attainment at Key Stage 4 is depressed because some of the subject specific skills are not developed well enough in the lower school. Attainment in French and Spanish is currently higher than past examination results suggest.

7. Understandably, most pupils with special educational needs are attaining below the age-related expectations, although, because of carefully targeted support in Years 7 and 8, they generally make good progress in developing key skills. Their progress is satisfactory in most subjects; it is good in English because of skilled teaching and in design and technology where they are carefully monitored. When the learning support assistants are deployed effectively in lessons, pupils' progress is good; however, joint planning between teachers and the assistants is not carried out extensively and consequently learning is constrained. Unsatisfactory progress occurs in geography because classroom tasks are not matched to the pupils' needs. In other subjects, such as music and religious education, all pupils make insufficient progress because of an inappropriate curriculum arrangement, affecting those with special educational needs in the same way.

8. Standards of literacy are satisfactory overall. The school has a literacy policy but it does not have an impact on all subjects of the curriculum. Most pupils have good speaking and listening skills and are confident when making presentations in lessons or assemblies. There are good opportunities to develop these skills in some extra-curricular activities, such as the school based radio programme. Pupils are able to give informative talks, for example on the cultural diversity of the school and wider community. In lessons, most pupils speak confidently and ask questions freely. Questioning and discussion are used effectively to develop oral skills in several subjects, especially, English, mathematics and history. Talk is carefully planned in design and technology, where some lessons are characterised by lively debates, requiring pupils to develop their thinking and extend their ideas when discussing their research. In physical education, pupils sometimes use evaluative skills to describe and assess performance, and in art, Sixth Form pupils use a range of oral skills when analysing work. There is widespread use of the target language in modern foreign languages to develop speaking and listening skills.

9. The majority of pupils read accurately with expression and understanding, but independent reading is not promoted in the majority subjects and there is very limited use of the library. Pupils are given opportunities to read aloud in subjects such as English and history where they select and re-present information. In mathematics, information technology, modern foreign languages and design and technology they read and interpret information accurately.

10. Pupils write in a range of formats in subjects such as English, history, religious education and information technology, when planning, drafting, revising and editing their work. The high-attaining pupils write coherently and accurately. There are limited opportunities until the Sixth Form for writing in art and music to enable pupils to express their appreciation and understanding of the creative aspects of these subjects. In science too little time is given for pupils to report and write about experiments, and over direction by some teachers tends to constrain pupils' writing skills. Most pupils write legibly but their grammatical errors and technical inaccuracies are not picked up consistently across the school.

11. Numeracy skills are developed satisfactorily but there is no whole school policy to raise standards further. The schemes of work for mathematics plan to improve the skills, particularly for those pupils in the lower-attaining groups. There is limited use of numeracy by other subjects. Restricted skills, particularly in subjects such as science and design and technology, are impeding pupils' progress. Information technology skills are generally satisfactory at Key Stage 3 but not so beyond Year 9. Statutory requirements are met through discrete provision for Years 7 and 8 and by the appropriate use of information technology in some subjects. The discrete provision made during Years 7 and 8 mainly covers the requirements for communicating and handling information; control aspects are covered in design and technology, modelling in mathematics and data-logging in science. Although information technology activities across subjects have been mapped against the requirements of the National Curriculum, effective implementation is impeded because of inadequate resources.

### **Pupils' attitudes, values and personal development**

12. Pupils' attitudes and behaviour both, in and out of class are largely good, and there are strong relationships between pupils, and between staff and pupils. The school has maintained the standards found at the time of the last inspection.

13. Pupils are keen to come to school, some arrive well before the start of the day. Most show interest in their lessons and in the wide variety of activities the school provides, such as sports tournaments, voluntary work or drama and music productions. Attitudes to work are generally good. For example, a Year 10 English class working on *Oliver Twist*, although the lowest-attaining set, were keen to learn and they remained focused right up to the end of the lesson. In a Year 8 modern foreign languages lesson on restaurant vocabulary, pupils supported each other well, and did particularly good work in pairs without needing to rely on the teacher. Where behaviour in classrooms is less good, it is sometimes, but not always, linked to weak teaching. For example, in a Year 9 geography lesson, pupils lost concentration and became chatty; they went through tasks mechanically rather than with real interest.

14. There were 95 exclusions, involving 55 pupils, in the last school year, all were fixed term. This is an increase since the last inspection but it reflects a firm and fair discipline policy and an appropriate response to misbehaviour.

15. Relationships are a strength of the school. Pupils mix freely with their peer group and those who are older or younger; for example, Sixth Form pupils help and guide younger ones in producing in-house television and radio programmes. Boys and girls have relaxed relationships, and pupils with special educational needs and those who speak English as an additional language are fully integrated into the life of the school. Although a minority of parents is concerned about bullying, inspection findings reveal little to support this view. Some bullying occurs but it is very quickly dealt with and pupils are confident that any form of racial harassment would not be tolerated. Pupils largely respect each others' contributions in lessons; for example, in a Year 10 class looking at the language used in advertising, pupils listened carefully to each other and built on the views expressed. Even where behaviour is less good, pupils generally respect the teacher and respond quickly when called to order. They behave well around the school, moving sensibly in the corridors and up and down the stairs, often holding doors open for adults and sometimes for other pupils. Pupils are lively although rarely too boisterous; they enter classrooms calmly, queue sensibly for lunch where they socialise well when sitting together to eat. The vast majority show respect for the school buildings. Although several areas are featureless and unattractive, there is very little graffiti or vandalism, and the Sixth Form common room is bright and pleasant and generally well looked after. Some pupils report petty theft, usually involving schoolbags or their contents.

16. The school does not offer a great deal of exposure to different values or beliefs, but pupils are polite and tolerant of each other. They show initiative when required to do so; for example, in assisting visitors to the school and when taking responsibility as a student of the Community Sports Leader Award course.

17. Attendance rates are broadly in line with the national average and compare favourably with similar schools in the area. Recent initiatives are clearly having an effect, though punctuality could be tightened; frequently a few pupils arrive a few minutes late to the first lesson and occasionally to some other lessons later in the day. Unauthorised absence is slightly below average and like the attendance figure, it has improved steadily in recent years.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. Teaching has improved since the last inspection. It is now at least satisfactory in 91 per cent of lessons and in 54 per cent it is good, very good and occasionally excellent. The 9 per cent of unsatisfactory lessons were almost always attributed to teachers whose teaching in other lessons is satisfactory or good. Sometimes shortcomings are evident when they are dealing with a subject which is not their main area of expertise. In the Sixth Form the majority of lessons were good and none was taught unsatisfactorily. The amount of good teaching is similar at Key Stages 3 and 4 but the standard is weaker at Key Stage 4 and unsatisfactory overall because, for a variety of reasons, in 16 per cent of lessons teachers were unsuccessful in enabling pupils to make sufficient progress. At this key stage, there is weak teaching in geography and music and more so in religious education; surprisingly there were also a few weak lessons in business studies, a subject in which pupils perform relatively well

in public examinations. Only 5 per cent of Key Stage 3 teaching is less than satisfactory and this is brought about by occasional weaknesses in English, science and geography; in music, unsuccessful Key Stage 3 lessons contribute to unsatisfactory teaching in the subject overall. Additionally, personal and social education, delivered through the school's 'student development programme', is not well taught by some teachers who do not handle the material and activities effectively.

19. There is some good teaching in all subjects with very good lessons occurring frequently in English, design and technology and history. Class teaching is also often very good in modern foreign languages, more so in Spanish than French, although this is not enabling pupils to achieve well in examinations. Most teaching is effective because lessons are well planned to provide a range of appropriate activities; the best lessons are conducted at a brisk pace with achievable goals explained to pupils. Teachers' knowledge of individual pupils is used well to motivate and challenge them. Good questioning techniques and clear expectations feature in many lessons. A combination of these features, coupled with pupils' good attitudes, are the reasons why pupils learn well in half the lessons. Where teaching and learning are unsatisfactory it is often because pupils are not challenged sufficiently. Sometimes this is when teachers do not manage classes skilfully or their subject knowledge is insecure. Insecure subject knowledge also constrains learning in a few lessons which are satisfactory overall, in that they have more strengths than weaknesses, although pupils do not gain sufficient depth of knowledge. Some lessons lack strategies for tackling the range of attainment and pupils' particular needs. This shortcoming was identified in the last inspection and, although largely overcome, still needs attention in some classrooms.

20. The emphasis given by the school to improving teaching and learning has brought rewards and there is strong practice in many subjects. About two in ten lessons were judged to be of very good quality. For example, in English, where a Year 10 class made good progress in dealing with a GCSE text because of the teacher's high expectations and close monitoring of their understanding. In the best mathematics lesson, questioning was used very effectively as a way of monitoring Year 8 pupils' understanding, and also to challenge them to think logically. Other Year 8 pupils benefited from a science teacher's ability to motivate and ensure that they worked at a brisk pace when investigating the components of soil. In this class, effective deployment of a learning assistant contributed to good progress by two pupils with special educational needs and others needing additional help. Clear explanations and demonstrations, followed by timely interventions, were common features of the best lessons in design and technology, for example, when Year 9 pupils were working on textile construction. Similar features ensured the success of a geography lesson in which Year 7 pupils were preparing for a field trip. Others in Year 7 were able to understand the significance of events and identify the source of information in a very good history lesson, where the teacher was skilled at maintaining their interest throughout. Vigorous and lively teaching, coupled with strong subject knowledge, led to several very good modern languages lessons. Clear targets for making and researching art resulted in good progress for the one Year 12 pupil present in an A Level class. Good class management and skilled handling of a discussion about the effects of tobacco and alcohol brought about a very successful Year 7

personal and social education lesson. A range of well planned activities, including a discussion on the interpretation of news, in which the pupils were expected to use the correct technical language, contributed to effective learning in a Year 10 media studies class. In a Year 12 GNVQ lesson on leisure and tourism, there was strong teaching through a range of strategies, with particularly good use made of pupils' personal experience of the world of work.

21. Pupils with special educational needs are taught well, particularly when they are withdrawn from class in Years 7 and 8 to receive additional support with aspects of English and mathematics. Pupils' learning is carefully structured, their behaviour is managed well and as a consequence they make steady progress. The teachers and support assistants who work with those with special educational needs demonstrate a high level of knowledge and commitment in the work they prepare and the lessons they teach. Teachers across the school are generally aware of pupils' specific needs and mostly deal with them appropriately. There is, however, great variation in the way that the individual education plans are used. Subjects such as design and technology, modern foreign languages, physical education, and to a lesser extent science, use the plans effectively, and tasks and methods are adapted to support pupils' learning; this is not the case in geography, history, music and religious education. The quality of the plans has improved since the last inspection, but the targets still need to be sharper, the teaching strategies to help pupils meet the targets need to be more precise and there needs to be stronger links with subject level descriptors.

22. Teachers' use of marking as a means of monitoring pupils' understanding and as a way of helping them to improve is uneven across and within departments. Most teachers mark work regularly but not always as carefully and constructively as they do in English, for instance; in this subject pupils are helped by targets which relate to their individual needs. There is also good practice in modern foreign languages, design and technology and religious education. In contrast, marking in science tends not to be specific in saying what pupils are achieving, and it's mostly perfunctory in geography, history and music. The quality of homework, a concern of several parents, is equally variable. It is used well to extend class work in English, history, modern foreign languages and religious education, whereas in most other subjects it is not so well planned and in some it is not set sufficiently. There is also variation in teachers' determination to ensure that it is done and handed in on time.

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

23. Overall, the school provides a broad and balanced curriculum which is planned effectively to meet the various needs, interests and aptitudes of all its pupils. A 'Framework for Learning' review has resulted in several changes, including a timetable structure which allows better provision and more flexibility.

24. At Key Stage 3, all pupils study a common curriculum, including all National Curriculum subjects, religious education and personal and social education, revised and taught through a student development programme. Information technology is taught as a discrete subject in Years 7 and 8, and is delivered effectively through several, but not all subjects in Year 9. There are, however, some weaknesses at this key stage. Geography is planned poorly and lacks depth. The time allocation for religious education in Year 9 is inadequate for full coverage of the locally Agreed Syllabus. There is also a problem of continuity and

progression for religious education and music in Year 9 because they form part of a cultural studies course which includes media studies, a non-mandatory subject. There is a range of teaching groups, those which are mixed and others set so that pupils of similar attainment are taught together. The groups are carefully constructed and the arrangements work well overall.

25. These arrangements continue at Key Stage 4, where there is an appropriate core curriculum. There is, in addition, a wide variety of option choices and pupils also work towards the bronze and silver standards of an accredited Youth Award scheme (ASDAN). The availability of such courses ensures that lower-attaining pupils are catered for appropriately. As is the case at Key Stage 3, the time allocated for religious education is inadequate for the sustained coverage of the Agreed Syllabus and to meet the statutory requirement. This shortcoming was noted in the previous inspection report, as were the arrangements in science, whereby pupils on the Youth Award Scheme do not receive a balanced programme. In all other respects there is equality of curriculum access and opportunity.

26. In the Sixth Form, pupils are provided with a mixture of A Level subjects and a good range of GNVQ courses at both Intermediate and Advanced Level. The vocational courses have proved popular and pupils achieve well, but some A Level groups are very small and are not cost effective. There is a loose consortium arrangement with other local schools but there is little uniform pattern to this provision. Other courses are also available at this level, including ASDAN, community sports leadership and keyboarding skills. Religious education is not taught to all Sixth Form pupils, and in this respect the school is in breach of its statutory obligation.

27. The student development programme is delivered by tutors through the year group structure. The previous inspection report noted a lack of uniformity in this provision. This issue has been tackled successfully by a tighter timetabling schedule. However, there are still considerable variations in the quality of its delivery and the arrangements are a root cause of the poor provision for religious education at Key Stage 4.

28. The school provides very effectively for work-related education. The whole issue of careers education has been extensively reviewed and staff have attended training organised through Leeds Careers Guidance Service. Pupils in Year 9 receive regular careers advice, and, at Key Stage 4, there is more substantial guidance on specific progression routes in order to prepare pupils for the next stage of education or for the world of work. Pupils in Year 10 undertake work experience and this is evaluated by the pupils themselves and by the Leeds Training and Enterprise Council. In the Sixth Form, there are a variety of university visits and careers workshops to support pupils in their choices beyond school. Overall, this programme is co-ordinated well and serves to increase pupils' self-confidence and prepare them for adult life.

29. There is insufficient provision for teaching literacy skills outside English; there is a whole school policy but it does not impact on all subjects of the curriculum. There is no school policy for numeracy.

30. There is a wide programme of extra-curricular activities to support the mainstream curriculum. There are numerous clubs and activities at lunchtime and after school, with particularly high participation rates in sporting activities. There is good residential provision for pupils, including a visit to Haworth in Year 8 and France in Year 9. Pupils at Key Stage 4 and in the Sixth Form can also experience residential trips and encounter a range of activities as part of their ASDAN award. The school's own radio station, Radio Grangefield, is a notable success, not only in its contribution to the social and cultural development of the pupils involved, but also for its attraction of business sponsorship and community involvement. In other areas, the GNVQ art and design group has worked with the Royal Armouries in Leeds to produce a teaching pack, and an instructor from a professional dance group in the region has been involved in the choreography of school productions

31. The school is developing links with the local community which enhance the academic and personal development of pupils. In addition to the business links forged through the radio station, the school is in partnership with local firms and is involved in *The Edge* project in association with the local Training and Enterprise Council. In Year 9, in design and technology, pupils take part in a residential experience as part of an engineering initiative. Many pupils are also involved in a scheme with a local charity project which supports elderly citizens. The school premises are used by local community groups such as the West Leeds Music Centre and the sports hall has extensive use outside school hours.

32. The school forms constructive relationships with partner institutions. There are many links with primary schools, including an initiative to enhance arts provision and a 'Family of Schools' initiative, through which technician support is given to local primary schools. In terms of tertiary education, there are links with Leeds and Huddersfield universities and the school receives initial teacher training students on a regular basis.

33. The curriculum is managed well by the two deputy headteachers. Achievements outlined in the previous inspection report have been maintained and built on well. With the exception of the issues surrounding religious education, science and the inconsistent delivery of the student development programme the curriculum shortcomings have been tackled successfully.

34. The provision made for pupils' spiritual, moral, social and cultural development is variable, but satisfactory overall.

35. The provision for spiritual development is unsatisfactory and has not improved since the last inspection. There are pockets of good practice, such as in music and through occasional opportunities in geography where pupils can reflect on the earth's beauty. However, these opportunities are limited and there is no coherent approach to spiritual development across the school. Pupils do not undertake collective worship and religious education is inadequate in the way pupils are exposed to a spiritual dimension.

36. In contrast, moral development is good. Several opportunities are given to pupils, both inside and outside lessons, to learn about the principles of right and wrong and to discuss moral values, such as doing your best and setting high expectations in life. For example, issues to do with genetically modified food are dealt with in design and technology; and a Year 8 assembly encouraged pupils to think about Third World debt and its consequences for children like themselves. The school's behaviour policy and the way teachers explain and discuss with pupils the consequences of wrong doing enhance their moral development.

37. Social development is even stronger and is very good. The school offers a wide range of opportunities for pupils to collaborate and work together, both inside and outside lessons. Group work is a strong feature of many subjects, such as business studies, where Year 12 pupils were seen to work closely together to analyse different reasons for approaches to inflation. The range of extra-curricular activities contributes greatly to making pupils confident, mature and friendly. As one girl in Year 9 said "You're never bored here, there's always lots to do."

38. The provision for cultural development is satisfactory. Some departments, such as music, art and geography, build in links with other cultures to their programmes of study. Pupils were given the opportunity to interview a large number of local visitors, including some Japanese students at the local university, in one of the broadcasts by the school radio station. Some departments, such as design and technology, write their schemes of work to ensure pupils' awareness of other parts of the world; and in art, pupils study Aztec and Indian beliefs and crafts as a way of informing their designs. Otherwise there is limited exploration or celebration of other cultures; opportunities are missed, for example, to work closely with the large and vibrant Asian community in neighbouring localities.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school has a caring ethos, backed by a strong system of pastoral support. Staff know individual pupils well and show great affection and pride in their achievements. There is a range of sensible policies in place on behaviour, attendance, and health and safety. Procedures for monitoring and improving pupils' behaviour and attendance are a strength of the school. Attendance is encouraged and positively rewarded through certificates; close monitoring of individuals and classes ensures that patterns of absence are quickly detected and weaknesses rectified. This is particularly effective for lower-attaining pupils and those prone to missing certain aspects of school life; registers are taken at the normal session times and also in assemblies and usually in individual lessons. Sixth Form attendance is closely monitored and pupils are required to spend at least half their free time in school working under private study arrangements. Where pupils are excluded for mis-behaviour, it is clear that extensive consultation and a range of strategies have been tried before taking this step.

40. The internal reporting system, carefully managed by the year teams, ensures consistency in the treatment of both negative and positive behaviour. The detailed nature of the logging system allows senior staff to identify problems quickly and talk to pupils and give accurate information to parents. The school works hard to involve parents in helping their children to respond positively and improve performance. There has been a small amount of bullying but when it happens it is picked up and dealt with quickly; pupils from ethnic minorities are treated fairly and equally and are enabled to learn as effectively as others without fear of racial harassment.

41. Pupils feel secure at school and the day-to-day arrangements for their welfare are good. Eating areas are clean and pleasant and there are satisfactory arrangements for dealing with injured or sick pupils. Safe working practices are observed in all subjects, including design and technology, where health and safety problems outlined in the last report, have all been dealt with successfully. Informal checks on health and safety are carried out regularly across the whole school but these should be supplemented by a formal procedure for assessing risks in each department.

42. Procedures for child protection are good, and are supported by a guidance section in the staff handbook. The close monitoring of pupils ensures that any concerns are quickly picked up and acted upon. A male and a female teacher are the named persons for child protection, though the lack of a proper induction into the procedures for new teachers is a weakness that needs to be overcome.

43. The personal development of pupils is encouraged and promoted through a sound and relevant student development programme, although its effectiveness is decreased by some weaknesses in how it is actually taught. There are several inter-year initiatives, such as cascading first aid training by the St John's Ambulance Service to Year 12 and then Year 8 pupils. Numerous sporting events and other extra-curricular activities, including residential visits, encourage pupils to develop their potential as young adults.

44. The school has made good progress since the last inspection in refining the procedures for assessing the attainment and progress of its pupils. It has developed a more workable and unified system, staff have received regular training in its use and it is applied well by most departments. Tracking pupils' progress begins in Year 7 and continues through the Sixth Form, although in the latter, developments are more recent and have yet to be proved successful. Although the use of performance indicators works well overall, there is a lack of clarity among some teachers and pupils about the relationship between the school's performance indicators and National Curriculum levels. The progress of the pupils who have special educational is monitored closely when they are working within the additional studies department and their individual education plans are reviewed regularly. However, this needs to be supplemented with a more rigorous analysis and use of data to track the pupils and assess their progress all the way through the school.

45. Pupils are tested regularly, and at Key Stage 3 and in most subjects the results are linked to National Curriculum levels and inform target setting. At Key Stage 4, pupils' tests results are linked to the GCSE grades and provide indicators of how they should perform in the examinations. Borderline pupils, and those who are clearly under-achieving, receive mentoring in an attempt to improve their grades. The widespread promotion of assessment practice and the importance of monitoring progress have resulted in most teachers being aware of pupils' potential and the likelihood of under-achievement. Target setting is given a high profile, but not all departments have adopted the practice and not all have firm strategies to help pupils meet or exceed the targets.

46. The use of assessment information to plan the curriculum and provide specific support for pupils is more variable. The best practice occurs in English but the information is not widely used in science, art, geography and music.

47. A range of data is used to group pupils for teaching purposes, to identify and extend the gifted and talented and provide support for those with a special educational needs. Good systems are in place for monitoring the attainment and progress of pupils with special education needs while they are working closely with the teachers in the additional support department. However, the information is not used consistently well to design teaching strategies and set measurable targets, which can then be included on individual educational plans and used by subject teachers.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. Parents' views of the school are largely very positive. They say their children are happy to come to school and they make good progress. They feel that teaching is good and pupils are expected to work hard. A survey undertaken by Keele University revealed similar views, it reported, in particular, a high degree of satisfaction with the standards achieved by the school and that parents feel that the relationships with teachers are good.

49. However, the parents' questionnaires completed in advance of this inspection revealed some dissatisfaction with the school. For instance, almost a fifth of those who responded feel the school does not work closely with them, and that the amount of homework set is unsatisfactory. Inspection findings do not support the first view but do confirm that the use of homework is inconsistent across subjects and year groups.

50. The school provides information in a variety of forms for its parents. There is a separate, high quality prospectus for both the Sixth Form and Years 7 to 11, although the latter lacks some minor statutory elements such as the destination of leavers. There are monthly newsletters and governors report annually to parents, as they are required to do. There is a thorough and detailed system for reporting pupils' progress through interim reports, annual reports and a parents' evening; parents are also provided with progress reports on request. The quality of the reports is good, combining an account of progress in each subject with targets for improvement set jointly by the pupils and teachers. There are also review days for all year groups at which pupils and parents are invited to discuss progress and set both academic and behavioural targets. This is a recent initiative to which parents have responded very positively.

51. The pastoral support team liaises with parents, keeping them informed over both positive and negative incidents. Tutors telephone parents, for example, to tell them about a significant improvement in behaviour or good test results. Other initiatives, such as the 'Restart' behaviour programme, and mentoring of under-achievers at Key Stage 4, involve parents closely. The parents of children with special educational needs are involved appropriately in annual reviews. When necessary, appropriate arrangements are made for parents who speak English as an additional language; however, these arrangements are rarely called upon.

52. Parents' involvement in the life of the school is a positive factor in their children's learning. There is an induction evening for parents of newly admitted pupils and a detailed home-school agreement, produced after consultation. Pupils' planners, although used inconsistently, help parents and teachers to communicate effectively about behaviour, attendance, homework and academic targets. Although there are weaknesses in homework provision, where it is used effectively to reinforce and develop classroom learning, parents acknowledge its value.

53. At crucial points in pupils' school life, such as choosing Key Stage 4 optional subjects, when embarking on work experience or entering the Sixth Form, there is wide consultation with them and their parents. The Keele University survey found that pupils feel overwhelmingly that their learning is supported by their parents. The close relationships with parents built up by the school's pastoral team contribute significantly to improving attendance, reinforcing good behaviour and encouraging the growth of pupils' self esteem. In this aspect of the school's work the good standards noted at the time of the last inspection have been maintained.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The headteacher, well supported by two experienced deputies, is carrying the school forward in important ways. He has the confidence of staff and governors and under his leadership beneficial changes have occurred. The qualities of the school, noted in the last report, have been maintained and a strong focus on raising standards has been established. The senior management team is appropriately structured and deployed to contribute to this key objective. Team members are largely effective in carrying out their duties, as are most middle managers; a few of the latter, however, have yet to accept or understand their management responsibilities. A commitment to improve the school is shared by all staff except a small number who are resistant to change. Where weak teaching or poor management have been obstacles to improvement, they have been tackled and mostly overcome.

55. The procedures in place for monitoring the school's work have been refined to achieve greater accountability. However, the current arrangements for checking the effectiveness of subject departments need sharpening to ensure that clear objectives with targets and timescales are set, especially after the first review of the academic year when examination results are scrutinised. Additionally, the regular meetings between heads of department and their link line manager need to be more rigorous and focus on planned strategies to achieve improvement. A thorough review of teaching and learning has brought about improvement in both. Teachers'

work in classrooms is observed regularly, with an increasing expectation that middle managers take responsibility for this. As the process evolves, this kind of monitoring needs to be supplemented by scrutiny of pupils' work and the standards achieved. It also needs to look closely at such matters as marking and homework, the performance of particular groups of pupils, the effectiveness of initiatives, and weaknesses which are specific to particular departments.

56. Much analysis of data takes place to assess pupils' attainment and establish their potential. The school's own system for doing this has been promoted widely, staff have been trained and, with the exception of a few teachers who remain uncertain, they use it well. There is also an increasing use of data to ensure that teachers have appropriately high expectations when planning lessons and to assist individual pupils achieve at a higher level.

57. The planning of the school's development is sound and identifies priorities which are correct for its needs. There are weaknesses, however, in the plans put forward by departments, which are not always closely matched to these priorities and are often imprecise in the action to achieve their own intended developments. Furthermore, the consequences of departmental reviews rarely emerge as planned developments.

58. The governing body includes people from the local community with expertise and interest relevant to its work. The chair of governors represents continuity, having been in office for many years. A small number of governors show commitment to the school but relatively few give the active support needed. The statutory duties are carried out properly and appropriate committees are in place, each one accountable to the full governing body. Governors' knowledge of the school's strengths and weaknesses is superficial, and they have little involvement in strategic planning or setting the school's priorities. They are supportive and encouraging but do not monitor its effectiveness, either through the questions they ask or by direct observation of the school at work. Some weaknesses remain from the previous inspection and have not been the subject of governors' action.

59. Routine administration of the school is good and its smooth day-to-day running is ensured by efficient support staff. Planned expenditure of all available finances is good; earmarked money is used properly; initiatives for raising attainment are well thought out and carefully costed. There are appropriate financial controls in place and the minor weaknesses identified by audit were dealt with swiftly. The principles of best value are applied when purchasing goods and services; data are used to compare the school's performance with others locally and nationally and there is wide consultation with pupils and parents about aspects of school life or when major changes are planned. The income per pupil is broadly average. With the exception of the library, which is under-used, and the Sixth Form, which is not cost effective, all available resources are used well. Taking into account the pupils' socio-economic circumstances, their attainment when they enter the school, the quality of education provided and the outcomes achieved, the school gives satisfactory value for money.

60. Although the school has an adequate number of teachers to meet the needs of the curriculum, the demands of the timetable mean that there is not always a good match of teachers' qualifications to the subjects they teach. Many teachers necessarily teach more than one subject and although they are qualified to do so, their expertise is not always secure when working outside their first subject. In most cases teachers cope satisfactorily, particularly

when they are supported well by department colleagues, such as in English and mathematics. However, in religious education and geography, pupils' progress is sometimes impeded because of teachers' inadequate or insecure subject knowledge and they do not receive sufficient direct support to help them improve. The school has achieved the Investors in People Award, demonstrating a strong commitment to the professional development of both teaching and non-teaching staff. The training needs of staff are accurately identified through annual staff interviews with their line manager, the outcomes of which help set priorities in the school development plan. The school, however, has yet to develop ways of measuring the effectiveness of its staff development activities on classroom practice and pupils' attainment. Although there are procedures in place to help introduce new teachers into the school, they are not always carried out as intended.

61. The standard of accommodation has improved since the previous inspection. New science and geography suites have been opened. The staff room area has been refurbished, and improvement to the Sixth Form study centre is imminent. A start has been made to refurbish the sports hall and enhance other sports facilities. Funding has been secured for a new specialist teaching block, with a projected opening date in 2002. There has been a marked overall improvement to the decorative order of the buildings. Nevertheless, despite good site management and the best efforts of staff to create an attractive learning environment, some classrooms remains drab. The poor standard of accommodation in both music and design and technology, has an adverse impact on pupils' attainment in those subjects. The music rooms were cited as very poor in the last inspection and they remain that way.

62. Expenditure on learning resources has recently moved from below to above the national average. Provision is satisfactory in the majority of subjects but, as at the time of the last inspection, there are some significant deficiencies. Although improvement is imminent, the quality and number of computers are insufficient to give proper support to the information technology programme. The equipment and materials for aspects of design and technology are inadequate. Insufficient classroom instruments mean that the requirements of National Curriculum music cannot be fully met. A shortage of text books and artefacts depress standards in religious education. The library is under-used and the book stock is well below the recommended level, the position noted in the last inspection report.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The school is in a strong position to remedy the weaknesses noted during the inspection and to ensure that improvement continues and attainment is raised. It should now:

- improve the quality of teaching, particularly at Key Stage 4 by:
  - \* enhancing the established procedures for classroom observation so that there is a rigorous appraisal of teachers' effectiveness followed by targets and timescales for improvement;
  - \* ensuring that teachers who need better subject knowledge or additional training in classroom management receive it;
  - \* ensuring that the quality of teachers' marking and the use they make of homework become subject to departmental monitoring and are raised to the level of the best.
- develop pupils' language and number skills by:
  - \* ensuring a whole school approach to raising standards and providing guidance on how subject departments and individual teachers can contribute.
- eradicate the shortcomings in the curriculum and the consequent low attainment by:
  - \* improving the arrangements for teaching music at Key Stage 3, religious education at Key Stages 3 and 4 and introducing religious education into the Sixth Form;
  - \* ensuring that all pupils receive their full entitlement to National Curriculum science.
- sharpen aspects of leadership and management by:
  - \* making the existing monitoring and review procedures more rigorous, so that they lead to performance targets and strategies for improvement which are then included in departmental development plans;
  - \* agreeing procedures which enable governors to carry out their strategic role and play an effective part in monitoring the work of the school.

- deal with the shortage of resources by:
  - \* establishing the full extent of the shortfall, the impact on pupils' learning and then purchasing what is necessary as and when funds are available;
  - \* increasing the number and range of books and other materials in the library, and ensuring that the library itself is fully utilised;
  - \* ensure that the Sixth Form becomes cost effective by increasing the size of teaching groups to an affordable minimum.

64. In addition to the above key issues the governors may wish to consider these other matters when drawing up their action plan:

- the need to improve the quality and use of the individual education plans intended to help pupils with special educational needs;
- the weak provision for pupils' spiritual development;
- the need to measure the impact of staff development on teaching and learning, and ensure that staff induction procedures are carried out as intended.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	183
Number of discussions with staff, governors, other adults and pupils	59

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	21	32	37	8	1	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	<b>Y7 – Y11</b>	<b>Sixth Form</b>
Number of pupils on the school's roll	1019	132
Number of full-time pupils eligible for free school meals	155	N/A

<b>Special educational needs</b>	<b>Y7– Y11</b>	<b>Sixth Form</b>
Number of pupils with statements of special educational needs	22	3
Number of pupils on the school's special educational needs register	184	6

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	34

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	13

## Attendance

### Authorised absence

	%
School data	8.0
National comparative data	7.9

### Unauthorised absence

	%
School data	0.8
National comparative data	1.1

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

### Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	1999	112	93	205

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	59	78	64
	Girls	67	60	54
	Total	126	138	118
Percentage of pupils at NC Level 5 or above	School	62 (70)	68 (56)	58 (52)
	National	63 (64)	62 (58)	55 (56)
Percentage of pupils at NC Level 6 or above	School	21 (23)	39 (30)	25 (22)
	National	28 (34)	38 (34)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	60	76	66
	Girls	75	70	57
	Total	135	146	123
Percentage of pupils at NC Level 5 or above	School	66 (34)	72 (57)	61 (58)
	National	64 (60)	64 (62)	60 (61)
Percentage of pupils at NC Level 6 or above	School	25 (11)	48 (27)	29 (30)
	National	31 (29)	37 (35)	28 (30)

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

***Attainment at the end of Key Stage 4***

Number of 15 year olds on roll in January of the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	79	94	173

<b>GCSE results</b>		<b>5 or more grades A* to C</b>	<b>5 or more grades A*-G</b>	<b>1 or more grades A*-G</b>
Numbers of pupils achieving the standard specified	Boys	28	77	79
	Girls	46	86	90
	Total	74	163	169
Percentage of pupils achieving the standard specified	School	43 (36.6)	94 (94.9)	98 (97)
	National	46.3 (44.6)	90.7 (89.8)	95.7 (95.2)

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

<b>GCSE results</b>		<b>GCSE point score</b>
Average point score per pupil	School	35.5(33.7)
	National	38 (36.8)

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

<b>Vocational qualifications</b>	<b>Number</b>	<b>% success rate</b>
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	N/A
	National	N/A

***Attainment at the end of the sixth form***

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A Level or AS Level examinations	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	13	10	23

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	14.6	7.4	11.8(17.5)	1.5	4.0	3.0 (3.7)
National	17.7	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

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

<b>Vocational qualifications</b>		<b>Number</b>	<b>% success rate</b>
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	20	85
	National		N/A

<b>International Baccalaureate</b>		<b>Number</b>	<b>% success rate</b>
Number entered for the International Baccalaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	N/A
	National		82.5

*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	5
Indian	21
Pakistani	13
Bangladeshi	0
Chinese	9
White	1097
Any other minority ethnic group	5

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	3	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	92	0
Other minority ethnic groups	0	0

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

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **Y7 – Y13**

Total number of qualified teachers (FTE)	64.3
Number of pupils per qualified teacher	18.0

*FTE means full-time equivalent.*

#### **Education support staff:**

##### **Y7 – Y13**

Total number of education support staff	16.0
Total aggregate hours worked per week	463

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	76.5
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.5
Key Stage 4	21.9

### *Financial information*

Financial year	<b>1998/99</b>
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	<b>£</b>
Total income	2419230.00
Total expenditure	2413575.00
Expenditure per pupil	2267.00
Balance brought forward from previous year	34900.00
Balance carried forward to next year	4055.00

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	1151
Number of questionnaires returned	286

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	32	56	10	1.0	0
My child is making good progress in school.	42	51	6	0	0
Behaviour in the school is good.	29	58	8	1	3
My child gets the right amount of work to do at home.	20	58	15	4	3
The teaching is good.	31	63	3	0	3
I am kept well informed about how my child is getting on.	36	49	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	49	41	7	1	2
The school expects my child to work hard and achieve his or her best.	59	38	1	1	0
The school works closely with parents.	33	47	14	3	3
The school is well led and managed.	38	45	6	1	11
The school is helping my child become mature and responsible.	34	57	7	1	2
The school provides an interesting range of activities outside lessons.	24	49	12	2	13

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

### **ENGLISH**

65. In the 1999 National Curriculum tests for 14 year olds, the percentage of pupils achieving Level 5 or higher was close to the national average. Although this represents a fall against the previous year, when the results were above average, the trend is steadily upward. The average points score is rising in line with the national trend. The results are in line with the average for similar schools. In comparison with mathematics and science, pupils do less well in English. Girls do better than boys, as is the case nationally, although they are sometimes further behind the national average for their gender. The department has worked hard at improving boys' attainment and is now investigating this position.

66. The 1999 GCSE results in English were in line with the average nationally and for similar schools. However, 13 per cent of pupils achieved the highest A\* and A grades compared with the national average of 11 per cent. Girls' results were even further above average. The English literature results were below the national average in the percentage achieving A\*-C although girls were closer to national figures than boys. All pupils are entered for both subjects and virtually all achieve a grade. The results fluctuate from year to year but they are improving. The attainment of boys has shown much improvement in the last three years and all pupils do significantly better in both subjects compared with their average performance in other subjects. The 1999 English results were much better than those in mathematics and science.

67. The number of pupils taking A Level fluctuates but it is too small for comparisons to be made with the national average. In the last two years all have passed and some have achieved A and B grades. The number of pupils currently taking the course is significantly higher than previously, owing to a change in the syllabus and a higher retention of pupils. Lesson observations and scrutiny of pupils' work confirm the standards achieved in the examinations.

68. Standards in speaking and listening are good in all year groups, and all pupils, including those with special educational needs, take part successfully in oral work. At Key Stage 3, pupils listen attentively, take turns when answering questions and adapt talk as evidenced in the Year 8 lesson on 'tall stories'. In this lesson, pupils described events and imaginative experiences using drama and oral presentations. The higher-attaining and many average-attaining Year 9 pupils articulate their views confidently and make perceptive comments when talking about their work, as seen in lessons where they discussed the use of discursive markers and characters in Russell's *Terraces*. The younger pupils in Year 8 make good use of drama to develop their oral skills.

69. By Key Stage 4, Year 10 pupils listen respectfully to each other and use talk to explore and share ideas, and provide feedback to demonstrate a clear understanding of issues. This was clearly seen in a lesson on advertising where pupils gave their views on the motive behind particular advertisements. Pupils respond appropriately to each other's views in all years in both drama and English and use talk productively and confidently in group work. Most Sixth Form pupils also demonstrate good oral skills when explaining their opinions, interjecting politely and extending each other's views; some, however, are reluctant speakers, lacking the confidence to contribute.

70. Reading is encouraged during Key Stage 3 through the weekly library lessons for Year 7 and Year 8 pupils, through book reviews and with pupils reading and responding to a variety of texts. From the start of Year 7, they understand a range of texts, as was seen when they researched different authors before analysing an excerpt from *The Diary of Anne Frank*. In a Year 8 lesson on the media, pupils identified the key features of presentational devices and selected essential points to support their views about the possible effect of the article on readers. By the end of the key stage, high-attaining, and many average-attaining Year 9 pupils read competently and with understanding. Textual grasp is good, as they show an increasing awareness of implicit meanings in books such as Steinbeck's *The Pearl*, from which they analysed the moral dilemmas facing Kino. The lower-attaining Year 9 pupils read confidently at a level commensurate with their attainment. They understand and respond to characters, setting and plot and approach comprehension exercises confidently.

71. At Key Stage 4, high-attaining and some average-attaining pupils understand the importance of a writer's choice of language. They can explore themes and comment on the dense images, as well as on the literal and metamorphic meaning. This was seen in the work on Sheriff's *Journey's End* and King's *The Beggar Woman*. Evidence from looking at high-attaining pupils' work shows a confident approach by Year 11 pupils to analysing *Macbeth* and by Year 10 pupils to Miller's *The Crucible*. In both cases pupils understood the context of the plays and showed a secure knowledge of the symbolism of evil. However, a lack of attention to detail and the imprecise use of quotations affect the attainment of some middle- and lower-attaining pupils. Sixth Form pupils show an increasing understanding of the subtlety of language when considering the final humiliation of Desdemona and the demise of the central characters in Shakespeare's *Othello*.

72. Pupils write for a range of purposes and at Key Stage 3, the higher-attaining pupils write fluently and accurately. Essays written by high- and many average-attaining pupils are well argued and structured. The higher attainers are confident and mature writers. They have good understating of the use of standard English and their vocabulary is sophisticated. Although the teaching of technical skills is well planned, pupils do not use grammatical features rigorously. They rely heavily on teachers' corrections, even though they plan and re-draft their work. Across all age groups, editing and proof reading skills are not used sufficiently and, as a consequence, the quality of expression is flawed because of excessive mistakes.

73. By the end of Year 11, the high-attaining pupils write in a sophisticated way, particularly when doing original pieces of work. The lower-attaining pupils are able to write at length by using writing frames to structure their work. Essays produced by Sixth Form pupils are generally soundly structured. Good use is made of information technology at Key Stage 3 for research and to enhance and develop both reading and writing skills, including presentation.

74. Pupils are well behaved, motivated, enthusiastic and interested in both English and drama. They work willingly and their attitudes are often very good and sometimes exemplary. They support each other, working well in pairs or larger groups. The high level of mutual respect between teachers and pupils contributes to uninterrupted teaching and learning. The lower-attaining pupils persevere because of these good relationships and their willingness to work hard. Overall, pupils with special educational needs make good progress, because provision for them is good.

75. The quality of teaching is predominantly good in all years and often very good. On the rare occasion when it is unsatisfactory, it is because there is a lack of pace and challenge when introducing a new topic. The very good subject knowledge of the teachers is used to plan well-structured lessons with clearly identified aims. Pupils learn very well when teachers' expectations of what can be achieved are reflected in the demands they place on pupils to think quickly and apply skills accurately. This was seen in a Year 9 lesson on persuasive writing and in a Year 12 lesson on language acquisition. Learning activities and resources are carefully selected to interest pupils and enable them to make good progress. Basic skills are emphasised, resources are well matched to pupils' attainment levels; exposition is clear and questions are used effectively to review and reinforce learning. Pupils' learning is enhanced by carefully chosen homework tasks which extend the class work.

76. The curriculum meets statutory requirements and strands of the National Literacy Strategy are embedded in the schemes of work. There is, however, insufficient use of literature from other cultures. The leadership and management of the department are good. Teaching is monitored in accordance with the school's arrangements and there are procedures in place for monitoring and assessing standards. Pupils' work is carefully and constructively marked with individual targets for improvement; however, to raise standards further there should be a manageable approach to monitoring these targets. There is also a need to have performance targets which are agreed through the school's line management structure. The department has responded positively to the last inspection by providing more challenging work, particularly for the high-attaining pupils.

## **MATHEMATICS**

77. Attainment of the majority of pupils in the school is average. Over the last three years the percentage of pupils achieving Level 5 or higher in the end of Key Stage 3 tests has been rising and in 1999 was above the national average. The overall results for this year were also above average when compared with similar schools. Girls' performance has improved steadily and in 1999 they moved marginally ahead of the boys in the school and ahead of girls nationally. The mathematics results were the best of the three core subjects.

78. GCSE results have also improved steadily, with the percentage of pupils gaining grades A\* to C in 1999 reaching 47 per cent compared with a national average of 46 per cent. This figure was also broadly in line with that achieved by similar schools. The percentage gaining at least a G grade was also in line with national figures. Girls did better than boys, achieving above average results for their gender, although over the years girls and boys do equally well. The overall rise in the last few years is commendable but the latest results are only at the same level as reported at the time of the last inspection. Typically a small proportion of pupils obtain the highest grades of A\* or A. When compared with the other core subjects, the mathematics results in 1999 were better than for science but below those for English. Pupils did better in the subject than in the average of all the other subjects they entered.

79. The A Level results are variable. Only small numbers of candidates take the subject in some years, which makes comparison with national results difficult. However, there has been improvement since the last inspection and over the last three years most pupils have passed the examination. The results in 1998 were particularly good with four of the candidates achieving the highest grade. None achieved this level in either of the other two years.

80. The standard of work seen during the inspection reflects the average examination results. The majority of pupils, taught in the higher-attaining groups at Key Stages 3 and 4 are achieving above average levels. For instance, a high attaining group in Year 9 showed confidence in tackling examples concerning the solution of triangles using trigonometrical formulae. The majority of pupils were sufficiently confident to make good progress without support from the teacher. On the other hand, many pupils in a lower-attaining Year 10 group were having difficulty in recalling how to undertake basic algebraic operations. Many in the group required significant prompting and support from the teacher before being able to simplify the expressions. The majority of pupils in another low-attaining Year 10 group showed very limited mental arithmetic skills. Overall, the majority of pupils' progress, including those with special educational needs, is at a rate which can be expected in the light of their previous attainment.

81. The majority of pupils show a positive attitude to their work. Their response in class is always at least satisfactory, frequently good and sometimes very good. During group work, pupils are attentive and respond well to the frequent questions that are posed. The vast majority sustain concentration and are able to complete the tasks that are set, sometimes needing the teacher's support. In all groups, there are constructive relationships between the pupils and the teacher and behaviour is of a high standard. During some classes, however, pupils arrive late and this disrupts the learning for the remaining pupils. Despite homework being set, marked and returned to pupils regularly, the response from some groups is often poor.

82. Teaching is satisfactory overall and it is frequently good and occasionally very good; no lesson was judged to be unsatisfactory. All lessons are well planned and contain a range of activities, including group and individual work. The group work involves clear explanations by the teacher and frequent questioning, which challenges the pupils as well checking their level of understanding. In several classes there is good use of high quality duplicated worksheets. Pupils are managed effectively, good standards of discipline are maintained and teachers keep good records of individual pupils' progress.

83. Although there are many more strengths than weaknesses in the teaching, there are shortcomings in some classes where pupils are over directed and not given sufficient responsibility for aspects of their learning. In a few classes the pace is slow and not always sufficiently challenging. In several of the larger classes some pupils had to wait relatively long periods before receiving the help that they required to continue. Occasionally topics are presented without context and undertaken by the pupils as an academic exercise without any reference to their use or relevance in the outside world. Where examples are presented in context, pupils' interest and motivation are clearly evident. Pupils in a lower-attaining Year 8 group, for example, were interested and motivated when undertaking cost calculations relating to airline flights and hotel reservations across European cities.

84. The curriculum meets the statutory requirements and the schemes of work provide continuity and progression for the pupils. Appropriate use of information technology is made to support some of the work. Although all pupils are normally entered for the GCSE examination a Certificate of Achievement is also provided as an alternative for the lower-achieving pupils. The school is now providing additional opportunities to the higher-attaining pupils in Year 11 by preparing and entering them for the GCSE in statistics as well as for mathematics. Some efforts are made to raise pupils' general numeracy skills as part of the mathematics curriculum, particularly in the lower-attaining groups. There is limited use of numeracy by other subjects with evidence that restricted skills, particularly in subjects such as science and design and technology, are impeding pupils' progress. There is therefore a need to develop and implement a policy that will lead to improvements in the standard of numeracy across the school.

85. The department works well as a team and is effectively managed. The large number of teachers involved many of whom have significant responsibilities elsewhere in the school makes co-ordination difficult. Lesson observations have been undertaken and where weaknesses have been identified appropriate support has been provided. Pupils' work is appropriately assessed. There are adequate resources to support the work of the department although there is limited access to up-to-date information technology resources.

## SCIENCE

86. Attainment in science overall is broadly in line with the national average. In the 1999, end of Key Stage 3 tests the percentage of pupils gaining Level 5 or higher was in line with the national average. The proportion gaining the higher grades was above the national figure and well above that for similar schools. The overall results, measured by the average points score, show the school to be broadly in line with others nationally and above similar schools. Over the past four years the results have risen at the same rate as the national trend. Girls' performance in 1999 exceeded that of boys by a small margin after being below in previous years. Pupils performed less well in science than they did in mathematics and the same as they did in English.

87. In 1999, the percentage of pupils gaining A\*-C grades in double award combined science was well below the average in all schools nationally and in similar schools; the percentage of A\*-G grades was close to the national average. The performance of girls was above that of boys. Results fell in 1999 after a few years of improvement; pupils' performance in science was below that in the other core subjects. It was not significantly different to their performance in all their other subjects.

88. In the Sixth Form, the A Level results vary from year to year. The number of candidates in 1999 was small. In biology and chemistry most gained low pass grades and in physics the results were a little better. In the previous year, classes were larger and several higher grades were achieved.

89. Observation, in lessons and scrutiny of written work, indicate that the standard at the end of Key Stage 3 mirrors the test results, and is above national expectations. For example, in experimental and investigative science, pupils have a good understanding of a fair test and the need to make observations, which are repeated for reliability. They make an attempt at analysis of data using graphs, but give little time to evaluation. A significant number of the higher-attaining pupils, taught in upper sets, have a depth of knowledge, for example on the particle model of heat conduction, that matches higher Level 6. Also, many pupils across the ability range have clear understanding of the effect of carbon dioxide on atmospheric conditions.

90. At Key Stage 4, evidence, based largely on the work of Year 10, indicates that standards are higher than suggested from the 1999 examination results. In lessons and written work, standards are broadly in line with national expectations. For example, most pupils studying transverse and longitudinal waves, understand terms like frequency and wavelength. Many can apply the wave equation or describe wave patterns to the extent needed for at least an examination grade C. However, most pupils have difficulty with abstract concepts, such as relating particle movement to wave propagation, which is expected for the higher grades.

91. In the Sixth form, pupils have a varied level of understanding. In biology, for instance, about three quarters of the Year 12 A Level group, preparing for a field trip, have good knowledge of soil conditions, and they are confident when carrying out the planned tests. About half are working at the level of grade C or higher, but a few are struggling to assimilate the basic concepts.

92. Overall, pupils' attitudes to science are good, although in a minority of classes there is excitability and lack of concentration. Pupils enjoy practical work and approach experiments with enthusiasm. Behaviour is mainly good, with pupils being courteous and polite. They listen well when their attention is secured by stimulating teaching. In some situations, they are too keen to move onto practical work before understanding basic concepts. There is general regard for safety, but some pupils are inclined to disregard basic rules, such as wearing suitable safety glasses. Pupils collaborate well in groups and share tasks. Most talk individually about their work, but do not readily participate in question and answer sessions, unless skilfully engineered by the teacher.

93. Teaching is satisfactory overall with a few very good lessons and very occasionally one which is unsatisfactory. Teachers have good subject knowledge and convey this through challenging work. Resources are well organised, and often the pace of learning is enhanced by the demand on pupils. Practical work features highly in the schedules. Learning support assistants are experienced and used well to help pupils with special educational needs and with a range of classroom tasks. The provision for supporting literacy and numeracy skills is adequate but not sharply focused. Insufficient emphasis is placed on the use of correct terminology and sentence construction in descriptions. Information technology is used, particularly data logging. Some use is also occasionally made of databases and model simulations. The lack of suitable computers inhibits the full exploitation of modern technology. Pupils are managed well in the majority of classes to produce purposeful learning and good behaviour. Assessment is carried out regularly by module tests, but it is not sufficiently used as part of teaching routine to evaluate pupils' progress. Marking is not specific enough to guide them in how to improve their work, a criticism made in the previous inspection report. Planning is weak; it adequate in that it sets objectives and ensures progression, but in other ways it is unsatisfactory because it makes insufficient provision for the different attainment levels of the pupils in a teaching group, a criticism made in the previous inspection report. This remains as a major factor in under-achievement by both higher and lower-attaining pupils. There is little planned for pupils with special educational needs. Most lessons contain a variety of task but there is insufficient emphasis on questions at the beginning, and often the plenary is too short to check pupils' understanding. In some lessons the emphasis on copied or synthesised notes is at the expense of stimulating discussion.

94. The management of the department is unsatisfactory. The development plan relates more to improvement of resources than to raising attainment. The effectiveness of the department is monitored through lesson observations, the evaluation of teachers' marking and their assessment records but the degree of rigour is not enough to identify strengths and weaknesses. Support for the three newly qualified teachers in the department does not meet the current expectations. Schedules of work ensure full delivery of the National Curriculum except for Key Stage 4 pupils on the Youth Achievement Scheme who do not receive their full entitlement to balanced science; this shortcoming was also identified in the last inspection report. Accommodation is adequate in size but variable in quality. The department is housed on three sites at the extremes of the school, which makes the efficient use of resources difficult. Some laboratories are modern and well fitted but others are very old fashioned with worn furniture and poor layout. Resources are adequate with the exception of computers for immediate use in the laboratories and the insufficiency of textbooks, again a point noted in the previous report.

## ART

95. The 1999 GCSE results were below the national average. This was the position at time of the last inspection and also in the intervening years. No action has been taken to improve this situation. In 1999, the pupils taking art did marginally worse than in the average of the other subjects entered. The number of pupils taking A Level is very small; in most years there is only one entry and results vary widely - no comparison with national averages can be made. The recently introduced GNVQ art and design course also attracts small numbers of pupils, but results are good.

96. The attainment of pupils, judged by observing them in lessons and by looking at their work, meets national expectations at Key Stage 3. In contrast to past results, current Key Stage 4 pupils are achieving an average standard, and those in the Sixth Form are working at an above average level. In all year groups there is much good and very good work on display and in pupils' folders. For example, a Key Stage 3 group working on surrealism have produced some exciting, distorted and visually disturbing images. Pupils in a Year 9 extra-curricular group for able artists show tremendous flair and are working at a high standard. One of the three A Level pupils is also working at a very high standard, having done exceptional observed drawings and portrait work. Attainment across all the year groups is very varied; pupils with special educational needs usually attain well, but in many classes there is much unrealised potential. The department has not established a culture of excellence which would help raise the standards for more pupils to that of the best; there is not enough celebration of art to widen pupils' understanding and knowledge and help them become more visually aware.

97. Pupils' attitudes and behaviour are good at Key Stages 3 and 4, and very good in the Sixth Form. In most lessons there is a calm, quiet working atmosphere, and pupils are almost all fully involved. They respond well to the teachers' input, and show a delight in their own success. Some boys at Key Stage 4 lack self-confidence and need constant support. This variable response is often seen in lessons with, for example, some pupils producing well developed and detailed clay masks, and others achieving very little in the time available. The subject does not always spark a determination to succeed, although there are exceptions when pupils are thoughtful and show perseverance. Sometimes pupils are devoid of ideas and work done by others is not fully used to inspire them.

98. The experience of teachers in the department varies greatly and the quality of their teaching is good overall with no lessons that are less than satisfactory. Teachers are secure in their subject knowledge and their ability to apply appropriate methodology. These qualities linked with good relationships and classroom management give pupils a sense of security and an encouragement to learn, and as consequence they do this well in most lessons. Teachers prepare their lessons well. In the best lessons, they allow their own passion for art to shine through, and as a result pupils respond with fascination and excitement. This was seen with a Year 10 group, and with a Sixth Form pupil who was using the teacher as a personal tutor to help him refine his clay sculpture. In a Year 7 lesson, pupils were successfully linking their design work to its realisation in clay, and in a Year 8 class, clear links were drawn between Klimt's work and the subsequent pattern work by pupils. The two teachers working with able Year 9 pupils were setting artistic problems and effectively helping pupils to devise solutions; the passion of one teacher for *Art Nouveau* acted as an inspiration for pupils.

99. The Key Stage 3 programme is being re-developed since the abandonment of the

art/technology course which was judged to be problematic at the last inspection. However, the head of department is not leading this process sufficiently. He must do so to ensure that the schemes of work fully reflect National Curriculum requirements and that pupils are assessed against criteria which measure their attainment and progress and their success in each topic. The extended curriculum also needs to be improved, including the development of a programme of gallery visits. Information technology is not used by pupils at Key Stages 3 and 4, and only a little by the GNVQ pupils in the Sixth Form. The issue in the last inspection concerning the development of basic skills and techniques has been partly resolved, but provision should be built into the schemes of work to ensure that they are maintained and developed. Weaknesses in leadership and management, including the failure to give direction to the department, should be tackled rigorously. Additionally, the head of department should play a full role in monitoring and evaluating the department's work, particularly teaching and learning; in developing its curriculum and in formulating a sound assessment policy. Development planning, which is currently weak, needs to be refined to achieve these objectives and be more closely linked to the priorities in the school development plan.

## **DESIGN AND TECHNOLOGY**

100. The subject is examined at GCSE Level as five discrete elements. There has been an upward trend in the results since 1996, although there is disparity between them. In 1999, textiles and food technology were above the national averages, child development results were average, but in graphics, resistant materials and electronics the results were below national averages. In food technology, textiles and child development pupils achieved better results than in the average of all their other examination subjects, whereas in the other areas their performance was lower than their other subjects. It is predominantly boys who opt for resistant materials and electronics and they have not coped successfully with the design and research aspects, and a minority fail to meet coursework deadlines. Unsatisfactory accommodation and inadequate resources in these areas are also obstacles to pupils achieving higher standards.

101. The GNVQ results in health and social care are good compared with national averages. It is mainly girls who take the course. They use action planning and research well and their lively debates and discussions underpin their independent learning.

102. When pupils enter the school in Year 7 they have had a variable experience of design and technology in their primary schools and their attainment is very different. However, there is no early assessment and the opportunity to build on pupils' previous experience is missed. By the end of Year 9 the majority of girls reach the nationally expected level and a few exceed it. The majority of boys, however, do not achieve the expected standard. Inspection evidence from the scrutiny of pupils' work indicates that improvement over the key stage is encouraged by an emphasis on research and design, supported by teachers' good consistent marking and evaluative comments. Teaching groups have been arranged to ensure that the wider research and thinking skills shown by girls are linked with the more focused making skills of the boys. These arrangements are producing good outcomes through shared problem solving.

103. During Key Stage 3 pupils' progress is good. Those with special educational needs make good progress because they are monitored closely by teachers and supported well by a learning support assistant who has expertise in the subject. From Year 7, pupils are able to

develop a simple design brief and specification, often making very good use of group work to consolidate their learning. This was effective in a lesson where the food components of a 'cook-chill' product were being studied; pupils carried out simple research and then reported their findings to the rest of the group. Work on modelling and evaluation strengthens pupils' understanding of the qualities of the materials they use. Good work is done on the needs of the consumer to ensure the product is fit for its purpose; an example of this was seen in a textiles lesson where cushions were being designed and made.

104. During Key Stage 4, pupils' work becomes more mature and their progress is generally good. They identify a preferred specialism and apply and refine the skills and knowledge learned at Key Stage 3. Manipulative skills improve despite the limitations imposed by the unsatisfactory standard of tools, utensils and other equipment. Most pupils evaluate effectively and modify their designs to improve their final product. A note book used in textiles is helping raise the awareness of other designers' work and is having a positive impact on the quality of pupils' own designs. On the other hand, limitations in the provision of computers and related software impedes pupils' progress in design work; it also prevents them from learning satisfactorily about pneumatics and control features, an issue persisting from the previous inspection.

105. Pupils' attitude to learning is good. They have pride in the products they design and make. They collaborate effectively to find solutions to problems. Behaviour is exemplary because of the drive to complete a range of tasks in a lesson and the effective use of time targets to ensure that pace is maintained; this is generally the case across the department. Pupils' personal development is promoted in a variety of ways, particularly the need to work in an organised way. Pupils are interested in the marks they receive and a healthy competitive edge is a contributory factor to good learning.

106. Teaching is good overall, it is never less than satisfactory and there is much very good practice. An example of this was in a lesson on levers where humorous and skilled teaching drew pupils into demonstrations and raised their curiosity through handling a wealth of artefacts from other times. Demonstrations are expertly planned and carried out, as they were in a textiles lesson where pupils were looking at African designs before working on their own printed design for a tee-shirt. Specialist teachers are passionate about their subject and stimulate interest and motivation by innovative teaching. Where non-specialists work in the department they are given support to ensure consistency in practice. Planning, done as a team effort, is very good and results in lessons with clear and concise expectations. Topics such as the environment, recycling and genetically modified foods are built into modules and covered very well. There is often effective application of literacy and numeracy skills and aspects of science to strengthen pupils' understanding. In the best lessons, teachers use time targets to help pupils keep to deadlines and work at a good pace; however, occasionally lessons overrun and pupils miss the opportunity to consolidate their learning. Marking is good overall but it tends to be only shared with pupils at the end of a module and therefore pupils are unable to consider their progress as a project unfolds.

107. There is good management of the department; the strengths of individual teachers and technicians are used effectively. A range of measures to improve attainment have been introduced, such as making examination criteria much clearer to pupils and exposing them to exemplars of work, so that they can better recognise high standards. Assessment is developing well and teaching is monitored as required by the school. There is a sound development plan but it needs to give more attention to weaknesses in accommodation and resources, which are adversely affecting standards in some aspects of the subject.

## **GEOGRAPHY**

108. The GCSE results have declined over the past three years, from close to the national average in 1996 to well below in 1999. The difference between the attainment of boys and girls is greater than that seen nationally. Girls' results were slightly below average whereas the boys' were more than 20 percentage points below the national figure for A\* - C grades. The pupils entered for geography did significantly worse than in the average of all their other subjects. Standards at A Level are also well below average, and have been for the last three years.

109. Most pupils progress through Key Stage 3 satisfactorily and towards the end of Year 9, although there is great variability, they generally attain at the nationally expected level. Many have a good understanding of patterns and processes and can give detailed explanations for spatial distributions. For instance in a Year 8 lesson on industry in northern Italy, pupils were able to describe the location of manufacturing industry and explain this distribution in terms of locational factors. Some, however, do not have secure knowledge and understanding of geographic terms or how they are applied. There is also some poor development of geographic skills through the key stage which has an impact later on the standards at GCSE. Some find difficulty in using data to evaluate geographic arguments. Some have a poor sense of place and very few are able to identify and describe relationships between aspects of the environment. This was displayed even in a top set in Year 9, where several pupils were not able to see the relationship between the destruction of the rain forest and climate change.

110. At Key Stage 4 and in the Sixth Form, progress is satisfactory given the prior attainment of those pupils who continue with the subject. In Year 10, the progress of some pupils is inhibited by low numeracy skills. A significant minority of pupils find difficulty in presenting geographic information graphically, and few are able to use information technology to help them present and interpret research information.

111. In many lessons, pupils display a positive attitude to learning, enjoying good relationships and behaving well. The vast majority respond well, engaging closely with their work, even when the level of demand is not high enough. This was the case in a Year 9 class, where pupils sustained concentration very well during a long lesson, even though there was little active involvement. Where the teacher expects much of the pupils, as in a Year 7 lesson on the countryside code, pupils become engrossed in the task, put in a great deal of effort and

persevere when faced with difficulty. Typically, when the tasks are varied and capture their interest they work hard. In lessons where a teacher's exposition is over long they sometimes become restless and inattentive; this occasionally leads to a small amount of inappropriate behaviour. Occasionally pupils become passive learners, becoming over reliant on the teacher.

112. Teaching is very variable; nearly half the lessons seen were good or very good but almost one fifth were unsatisfactory. In the best lessons, good levels of concentration and interest are well fostered by a good pace and variety of work. Time is used to the full, and pupils are kept busy by brisk and purposeful teaching. The strong subject knowledge of some teachers is skilfully transmitted to pupils, especially in the Sixth Form, where it promotes confidence and ensures their good progress. At other times, however, teachers' subject knowledge is not secure and this leads to a low expectation of what pupils are capable of achieving. Good questioning technique is a feature of the best lessons where it is used effectively to challenge and develop pupils' understanding, but in some lessons the questions that are asked are insufficiently probing. Group work is not frequently used as a way of enabling pupils to support each other in their learning. Pupils are not always inspired to share the teachers' enthusiasm for the subject, and in some lessons too tight a control inhibits pupils from contributing their own ideas and knowledge. Progress is slowed by inadequate lesson planning. Although the aims of the lesson are always made clear to pupils, tasks are not always well sequenced or matched to the pupils' learning requirements. For instance, planning does not make provision for pupils with special educational needs or the high-attainers; this is a weakness which needs urgent attention as under-achievement among these groups was noted in the previous inspection report. Opportunities to strengthen pupils' understanding are often lost because audio visual material and atlases are not used sufficiently.

113. Pupils' interest and involvement and their understanding of class work are not strongly supported and extended by homework. It is rarely used to facilitate research and develop personal study skills. Most pupils are keen and want to know how well they are achieving. The marking of their work rarely helps in this. It is not always rigorous and the written comments vary widely in the extent to which they provide useful guidance for improvement.

114. The subject is efficiently managed but leadership is unsatisfactory. Not enough has been done since the last inspection and there are no planned strategies to raise standards. The head of department has not fully recognised the need to raise attainment, nor does he have a clear vision, shared with colleagues, as to how the subject can improve. There are problems with assessment and the Key Stage 3 curriculum which have to be redressed. Staff members are mutually supportive, and although lesson observations have taken place they have yet to have an impact on standards. There are few opportunities for fieldwork after Year 7 and there is insufficient use of information technology to enhance geographic competence.

## HISTORY

115. In recent GCSE examinations, results in the A\*- C and A\*- G range have been in line with national averages and compare favourably with other subjects in the school. In 1999, a high proportion of girls achieved either A\* or A grades. The number taking the subject has declined in recent years, but those entered in 1999 performed better than in the average of their other subjects.

116. In lessons and in completed work seen during the inspection, attainment levels at Key Stage 3 are mostly in line with national expectations, although, by the end of the key stage, they are rising above this in the sets in which the higher-attaining pupils are taught. During this key stage, pupils quickly demonstrate their understanding of chronology and their ability to acquire historical skills, such as how to use of historical sources. They can also organise their knowledge and understanding of the subject to produce structured written work, as was seen in some impressive extended writing on suffragettes done by Year 9 pupils. Literacy skills are also fostered through the regular use of historical terminology. As a result of these rapid advances, attainment levels are maintained at national standards at Key Stage 4, during which pupils learn to examine sources critically and in depth. In this context, some very good examples of coursework investigations were seen during the analysis of Year 11 pupils' work.

117. There have been no candidates at A Level for the past two years, but the small group currently studying the subject at this level in Year 12 are performing well in terms of national expectations, and are honing their historical skills to produce mature and thoughtful responses, both orally and in writing. This has addressed an issue arising from the previous report.

118. The quality of teaching in the subject is never less than satisfactory and is mostly good or very good. A positive classroom atmosphere is maintained at all times and organisation is strong. This gives pupils the confidence to express their opinions freely and to develop their learning skills to the full. This was demonstrated very well in a Year 9 lesson during which pupils examined contemporary news reports and other evidence, in order to understand differing historical interpretations of the evacuation from Dunkirk. Specialist history teachers know their subject very well and there is also good work done by experienced teachers whose specialism is not history, because of the support they receive from colleagues. A variety of techniques is used to enhance the learning process, including group work, class discussion and individual project work. Lessons are planned well, but, in some, pupils would benefit from a clear statement of the aims and objectives of the lesson at the outset and from the opportunity to reflect on their progress at the end of each session. There is a sense of purpose in most history lessons, which has a positive effect on the attitudes and behaviour of the pupils. Most pupils behave well, respond well to challenges and are motivated to learn. This was seen to very good effect in a Year 10 lesson, during which pupils discussed the nature of 19<sup>th</sup> century paternalism, with reference to their local study on Saltaire. Pupils develop their historical skills well in both key stages and in the Sixth Form. Higher-attaining pupils are provided with some extension work but would benefit from more opportunities to engage in independent research. Lower-attaining pupils, and those with special educational needs, make satisfactory progress but sometimes struggle with the written materials provided. The department is currently reviewing this issue in order to make more suitable provision in this area.

119. The department has many strengths which make a strong contribution to its success in raising standards. There is a keen sense of commitment from an experienced teaching team.

Assessment techniques are planned well to monitor pupils' progress; they include the results of regular tests at the end of units of work and the use of performance indicators. In this context, some form of pupil self-assessment should be considered as an added assessment technique. Information technology is now being used more regularly to enhance the learning process and homework is set regularly to build upon the learning outcomes in lessons. Marking, however, is sometimes perfunctory and pupils need a clearer indication about how they can improve their written work. In terms of the department's further development, schemes of work need more attention to detail and the departmental development plan needs a sharper focus.

120. Overall, the department has maintained the good standards noted in the previous report and it continues to improve public examination performance. A key challenge now is to increase the uptake of history at Key Stage 4 and to build upon the successes of recent years.

## **INFORMATION TECHNOLOGY**

121. Attainment of the majority of pupils in information technology at the end of Key Stage 3 is average, but below average at the end of Key Stage 4. The percentage gaining grades A\*-C in the GCSE examination in the last two years has been less than half the national average. In 1999, pupils' performance in the subject was worse than the average of the other subjects they entered. The subject was not offered at GCSE prior to 1998.

122. The range of attainment is very wide but in the small number of Key Stage 3 lessons observed the majority of pupils were operating at the expected level, showing a good understanding of how to present data and other information in various forms. For example, a Year 8 group was using a database to analyse information that had been collected on the eating habits of boys and girls in the school. They then presented it in the form of bar and pie charts. Another Year 8 group made good progress in designing a holiday brochure using desk-top publishing software. Pupils' completed work shows that they have sound basic knowledge and understanding of the use of word processing and spreadsheets. On the other hand, a group of Year 10 pupils working towards the GCSE were seen to be struggling to understand the basic requirements of the coursework, showing little indication that standards are likely to be higher than those displayed by past examination candidates.

123. Pupils have a positive attitude to the subject. Their behaviour in lessons is never less than satisfactory and it is sometimes good. They are well motivated, particularly when undertaking practical work. However, the restricted number of computers and the need for a significant amount of sharing mean that the pupils are not progressing sufficiently towards becoming autonomous computer users. They are, however, encouraged to use the resources on an individual basis, both at lunch-times and after school and many take advantage of these opportunities. A minority of pupils lack confidence and require significant support from the teacher in order to make progress. Relationships between teachers and pupils are positive and mutually respectful. Pupils are effectively managed and good standards of discipline are maintained. These factors contribute to teaching and learning being mainly satisfactory. In one of the lessons seen they were both good, although learning is often impeded because of restricted access to appropriate resources. Lessons are well planned, containing a suitable range of practical activities in which pupils work as a whole class or in small groups. There are, however, insufficient opportunities for them to do practical work individually. Pupils' prior attainment is very varied and the inadequacy of resources makes it extremely difficult to

a meet their different needs. The limited resources mean that they have to wait for relatively long periods before receiving the help that they require and as a consequence their progress is impeded.

124. The statutory requirements for information technology are largely met through discrete provision during Years 7 and 8 and through its use in most subjects. The discrete provision mainly covers the requirements for communicating and handling information. Control aspects are covered as part of design and technology, modelling in mathematics and data-logging in science. In addition to these subjects there is appropriate use in English, history and modern foreign languages. Although activities in subjects have been mapped against the requirements of the National Curriculum full implementation is impeded by poor access to resources.

125. Within the resource constraints, the subject is effectively co-ordinated and there is a good level of technical support. Co-ordination is helped by a group of teachers, representing each department, who meet regularly to advance the use of information technology. Teaching and learning are monitored and feedback is given to the teachers. At the time of the inspection the school had 94 computers for 1150 pupils, an unfavourable ratio compared with national figures. About half the computers are over five years old and support out-of-date software, leaving the ratio of pupils to modern computers at almost 23:1. The school is about to take possession of a further 40 computers. Although these will improve the position there is still a need for further substantial purchases, as and when funds are available. There is a good level of technical support for the computers that already exist.

## **MODERN FOREIGN LANGUAGES**

126. The GCSE results for 1999 show an improvement over the previous years, but they remain below the national average in French, and well below average in Spanish. The pupils entered for French did better in this subject than in the average of all their other subjects; those entered for Spanish did worse. Girls achieve better results than boys, particularly in French where their results in 1999 were only slightly below national figures.

127. Evidence from lesson observations and scrutiny of written work shows that overall pupils' attainment at Key Stage 3 is in line with the national expectations. Some groups of more able pupils reach above average standards, whilst other groups are below. At Key Stage 4 there is a similar range of attainment, with some of the pupils who are taught in the higher-attaining sets exceeding the national average.

128. Pupils' progress in modern foreign languages is at least satisfactory, and is often good. In Year 7 they quickly learn the basic vocabulary and grammatical structures of French or Spanish, and begin to use the language in speech and in writing. In Years 8 and 9, many pupils develop greater accuracy and fluency in their oral work, and learn to communicate effectively with each other. In a minority of lessons, pupils do not progress consistently beyond the stage of repeating single words and phrases, and their pronunciation is unclear. Written work is mostly well presented, and reaches a satisfactory level of accuracy. Pupils with special educational needs make good progress in the oral and written aspects of the language, particularly in those lessons which are attended by learning support assistants. At Key Stage 4, all pupils follow a GCSE course, and learn to understand the more complex forms of the foreign language. In a small number of cases, their competence in using the

language actively does not match their listening and understanding skills. Written work is mostly accurate, and there are some instances of writing which is creative and imaginative. Reading for pleasure is not well established.

129. The quality of teaching is at least satisfactory, and often good in both key stages. All teachers are specialists with good subject knowledge. They plan their lessons carefully, and use a range of classroom activities to sustain interest and reinforce learning. Pupils of all attainment levels are given opportunities to progress. Teaching is conducted predominantly in the foreign language and, in the majority of cases, this secures good oral responses from the pupils who become aware of their ability to communicate in French or Spanish. A minority of lessons are too strongly directed by the teacher and, consequently, there are limited opportunities for the pupils to make real progress. Occasionally the work is insufficiently challenging. Information technology has begun to make a significant impact on teaching and learning. There is, overall, a marked enthusiasm for the subject, which teachers share with their pupils. The teaching is supported and enriched by foreign language assistants. Homework is set regularly for both French and Spanish and some of the marking is detailed, and is encouraging and helpful to the pupils.

130. All pupils study French or Spanish at Key Stages 3 and 4, though none can study both languages. The overall time allocation and the size of teaching groups are satisfactory, but in Years 8 and 9 progress is limited by the weekly allocation of only two lessons. The department is efficiently managed, and pupils' attainment and progress are carefully monitored through the department's method of assessment. Teaching is observed through the school's procedures. Learning resources and accommodation are adequate, and a positive learning environment has been created. Groups of pupils have visited France and Spain to reinforce their class work. Since the last inspection there have been improvements in attainment, in teaching and learning, in curriculum planning and in management. There are many strengths in the department, and it has a clear potential to enhance further the standards achieved in both languages.

## **MUSIC**

131. The GCSE results in 1999 were well below the national average; boys did better than girls. Fewer pupils were entered in the two previous years but the results were better. The fall in the most recent results is partly due to staff absence throughout the previous year. A Level music is studied externally through the Leeds Music Service.

132. Standards observed in lessons at Key Stage 3 are below average. This is partly because the carousel arrangement in Year 9, whereby music shares time with two other subjects, disrupts progression and depresses attainment. Although Key Stage 4 outcomes are below average, the standard observed in Year 10 lessons, where pupils are becoming

accustomed to the requirements of the GCSE course, is in line with expectations. Individual pupils are developing their performing and composing skills by regular presentations to other members of the class, and are also working on the demands of the listening paper. The analysis of performances and compositions done by Year 11 pupils revealed the majority of them to be below average, with some achieving an average standard.

133. Year 7 and 8 pupils are achieving satisfactorily although by the end of the key stage they have not made enough progress. Pupils in Year 7 were seen practising a graphic score that involved the participation of the entire class. The complexity of the score required concentration and clear directions from a conductor. Some pupils volunteered eagerly for this post, and carried it out with varying degrees of success. In Year 8 pupils were working on "rondo" form. They were familiar with the structure and could compose episodes for a whole class piece. Pupils in Year 9 working on song writing based on world music had not reached a high enough level in their skills, knowledge or understanding. The pupils who carry on with music at Key Stage 4 are achieving satisfactorily, although Year 10 pupils lack confidence when required to use what they have learned to answer questions.

134. Attitudes and behaviour are unsatisfactory at Key Stage 3 but satisfactory in Year 10. Even though Year 7 pupils are keen to begin their practical work there is a tendency for them to be inattentive. In Years 8 and 9 many pupils are easily distracted and take a long time to settle down to the set tasks, and they call out to answer questions unnecessarily; some pupils ignore requests for improved behaviour. However, there are some pupils who clearly enjoy their lessons and want to make progress. These pupils are sufficiently responsible to work in groups in adjacent practice rooms with minimal supervision. Attitudes and behaviour in Year 10 are satisfactory, particularly when the lesson covers those topics that appeal to them, otherwise they become distracted. Most, however, settle down quickly and participate in a mature manner. There are good relationships between the pupils, who listen attentively to the performances of their peers, willing them to perform well.

135. Teaching in both key stages is unsatisfactory overall, although some satisfactory and good lessons do occur. Whilst the teachers have a more than adequate subject knowledge, the strategies used for imparting this are sometimes inappropriate. Some lessons are too teacher directed and do not give opportunities for pupils' to develop independent learning skills. Lessons are planned satisfactorily and contain good content but teachers do not always manage the available time well or adjust the activities when pupils' concentration span is exceeded. Misbehaviour is also a cause of the lack of success in Key Stage 3 lessons. There is, however, a change of atmosphere in the lessons that totally involve the pupils and where activities are varied. In these, pupils respond positively, the lessons move at a good pace and the pupils realise that they are making progress. It is under these circumstances that the good relationships between pupils and the teacher become evident, and it is possible, for instance, to persuade the most reluctant singer to perform. Homework, relevant to the topic being studied, is set when appropriate but marking requires more rigour to ensure that all work is checked and standards of presentation are maintained.

136. The accommodation for music is inadequate. Neither of the two teaching rooms provide attractive working conditions, and there is insufficient space for pupils to work in groups. There are no fixed facilities for instrumental teaching and practice. Resources are inadequate to meet the needs of the National Curriculum and deal with the GCSE course. There are particular shortages in the range of percussion instruments available to pupils and there are no resources to promote the use of information technology or reproduce music recorded on CD.

137. The arrangement for teaching music in Year 9 through a cultural studies course results in discontinuity in pupils' learning. Within the school's wide range of extra-curricular activities music features prominently in an annual production involving a large cross section of pupils. Seven instrumental teachers from the Leeds Music Service visit the school, teaching over 80 pupils each week. To ensure widespread involvement of pupils the cost of this provision is carried by the school.

138. Although some positive revisions have taken place to the schemes of work these are still incomplete. Further refinement must ensure that attention is given to the less and more musically able. Present assessment methods are adequate, but more rigour is required to ensure that what is revealed about pupils' attainment and progress is used to plan future lessons and raise standards. It is necessary for pupils to have targets, which are regularly reviewed and revised to ensure continued challenge. Teaching is monitored through the school's line management arrangements. The leadership and management of the subject have not secured sufficient improvements in the department or raised the standard of pupils' work.

## **PHYSICAL EDUCATION**

139. Attainment at the end of Key Stage 3 is in line with the national expectation for physical education. During the inspection pupils were seen taking part in a range of different games activities, athletics, some outdoor and adventurous activities and gymnastics, seen through video evidence. Pupils understand the necessity of a warm up and some are able to link this specifically to the activity being undertaken. Their hand and eye co-ordination is good, enabling most to be successful when playing invasion, striking and fielding, and court games. Additionally, pupils' movement and muscular control allows them to perform a variety of gymnastic sequences and balances. During the key stage progress is satisfactory as pupils show greater games' skills and perform more complex gymnastic sequences using a greater variety of apparatus. In all activities, the performance element is stronger than those which require planning and evaluating. When pupils are asked to evaluate the performance of their peers they are able to do so but they do not do this spontaneously.

140. Progress at Key Stage 4 is also satisfactory. Attainment is in line with the national expectation, when pupils take part in more complex game situations and use a greater level of skill and tactics. There are no GCSE or A Level examination courses offered to measure attainment in both practical and theoretical aspects of the subject. In the Sixth Form, pupils are able to study for the community sports leaders award as an option in their ASDAN course, and the majority of those starting the course complete it.

141. Attitudes towards physical education are good. Pupils come properly equipped,

prepared to participate in the lessons and they show good behaviour and positive tendencies throughout. There is a pleasant relaxed atmosphere within lessons with good relationships between pupils and staff and between pupils. These attitudes and relationships enable learning to take place in a constructive environment. The pupils work well in pairs and in small groups, respecting each other's contributions. They are less efficient in organising themselves into teams when this is required of them in lessons. Team matches and the residential tours help promote social development, and older pupils have good opportunities to take responsibility. Sixth Form pupils being examined as sports leaders organise the girls' inter-form touch rugby competitions, and some act as judges and marshals in the local inter-schools indoor athletics competition.

142. Teaching is satisfactory overall with no unsatisfactory lessons and several good ones. There are no significant differences between the quality of teaching in the different key stages. Strengths within teaching are the management of pupils and the provision made for pupils of differing abilities. This provision includes the use of short handled racquets for those who have difficulty with full size ones, and the setting of more difficult tasks for higher-attaining pupils. A good example of catering for pupils with special educational needs was seen with a support assistant helping pupils with poor co-ordination to experience success in a lesson. Teachers ensure pupils are fully involved in the lessons; this is seen when pupils are required to lead warm up sessions and when teachers take advantage of pupils' willingness to answer and ask questions. The weaker elements of lessons are to do with a lack of peer evaluation and when teachers' guidance to improve skills is not specific enough.

143. A wide variety of activities is offered to Key Stage 3 and 4 pupils, so that the planned programme meets the requirements of the National Curriculum. Opportunities for pupils in the Sixth Form to take part in physical activities within the school day are limited. Extra-curricular activities are available through clubs and school teams covering many sports, all of these help to raise standards and allow more able pupils to compete at a higher level. The school has gained success in a number of local competitions and several individuals have gained representative honours both locally and regionally.

144. Leadership of the department is satisfactory with some good aspects. The teachers work very well together, sharing a commitment to raise standards. There is good use made of the available resources. Pupils are assessed at the end of each module of work but are not given specific targets by which they can improve the standard of their performance. Monitoring of teaching and learning is mainly carried out in an informal way and is not rigorous enough.

145. The strengths noted in the last inspection have been maintained and good progress has been made in other respects. The girls' and boys' departments now work as one to the advantage of the pupils, the profile of physical education has been raised in the school and a wider range of activities is available for pupils of all abilities. The maintenance of the accommodation, mentioned in the last report, is still an unresolved issue but a refurbishment programme for the sports hall has started.

## RELIGIOUS EDUCATION

146. At Key Stages 3 and 4, pupils pursue a course of study based on the Agreed Syllabus for Leeds. There is no provision for the Agreed Syllabus to be taught in the Sixth Form, and religious studies is not offered as an examination option at GCSE or A Level.

147. At the end of Key Stage 3, the attainment of pupils is below the age related expectations. Their knowledge and understanding of the place of Christianity and other principal religions in the country, of their distinctive features, and of how their adherents' lives are shaped by their beliefs, lack breadth and depth. Their skills in applying religious insights to their own experience, and to that of others, are also underdeveloped. At the end of Key Stage 4, the attainment of pupils is well below the expectations for their age. Pupils have only superficial knowledge and understanding of a world religion of their choice, and of a very limited range of moral issues. Furthermore, they have not followed the programmes of study laid down by the Agreed Syllabus. They have not, for example, studied a second world religion, or contemporary Christian teaching, or philosophical issues. In this respect they lack knowledge of major areas of the syllabus.

148. The majority of pupils, including those with special educational needs, make good progress in Years 7 and 8. Progress is not, however, maintained in Year 9, and consequently is unsatisfactory over Key Stage 3 as a whole. This unsatisfactory progress is not a reflection of the quality of teaching at this key stage, but is a consequence of an inappropriate curriculum decision and inadequate timetable arrangements for the subject in Year 9. Religious education lessons are taught in a cycle along with music and media studies. After pupils are taught a nine week block of lessons they receive no more for the rest of the year. The amount of time is well below that which is necessary for the requirements of the Agreed Syllabus to be met, and the arrangement precludes them from building satisfactorily on prior learning.

149. At Key Stage 4, the progress of pupils is very poor. This is largely a consequence of two factors. Firstly, the time allocated to teaching religious education at Key Stage 4 is wholly inadequate. The subject is taught as a component of the student development programme (personal and social education), within which it is allocated five lessons a year, a total of only ten hours over the key stage. This precludes pupils from studying the syllabus in the breadth and depth necessary to make appropriate progress. Secondly, the lessons are taught by the form tutors, who are non-specialists. The school has not ensured that they have received subject-specific training or on-going support necessary to equip them for the task.

150. At Key Stage 3, the attitudes of the majority of pupils towards the subject are good. They are well motivated, keen to ask and answer questions, and to read aloud in class, as, for example, they were in a Year 8 lesson on the parables of Jesus. Pupils listen respectfully to each other's views and opinions, as they did when exploring rites of passage in Year 9 work on Bar Mitzvah. Pupils are given good opportunities to collaborate by working in pairs and small groups. They are not, however, given sufficient opportunities to develop the skills of independent learning, research and enquiry. Pupils' pride in their work is reflected in its good

presentation. Where pupils are less well motivated, it is a reflection of teaching which is overly directive in style. At Key Stage 4, the attitude of pupils is satisfactory in the majority of lessons, although it was seen to be unsatisfactory in a third. Where this is the case, it is a consequence of the poor provision for the subject, compounded by a lack of challenge and interest arising from unsatisfactory teaching.

151. At Key Stage 3, the quality of teaching is satisfactory in two thirds of lessons, and good in a third. At Key Stage 4, a third of lessons were satisfactory, and two thirds were unsatisfactory. Where teaching is strongest, teachers have a secure grasp of the subject. They know clearly what they wish their pupils to learn, and engage and hold their attention through a variety of interesting and challenging tasks, which are well matched to their differing needs. This was evidenced in a Year 8 study of Biblical literature, when modern proverbs were well used to bring out the significance of the proverbs of the Old Testament. Teachers use good questioning techniques to extend pupils' understanding, for example when establishing the chronological relationship between the Patriarchal and Mosaic periods in Israelite history in Year 7. Teachers know their pupils well, and enjoy good relationships with them. They expect them to behave well, and they provide good role models. They set meaningful homework that extends work done in class, and is tailored to the pupils' needs. They mark work conscientiously and supportively. Where teaching is unsatisfactory, teachers have an insecure grasp of the subject, and lessons lack challenge. This was particularly evidenced in Year 10 project work on world religions, where pupils received insufficient guidance. There is often over reliance on whole class oral work, at the expense of written work.

152. Leadership and management of the subject are unsatisfactory overall. They are sound in relation to Key Stage 3 work, but at Key Stage 4, the responsibility for planning and delivering the subject does not lie with the head of department, it lies with the student development programme management committee, and with the heads of year; this is an unsuitable arrangement. There is a lack of vision and educational direction for the subject, and insufficient support for non-specialist teachers. The quality of teaching, and pupils' attainment and progress are not effectively monitored. The poor provision of resources, especially textbooks and artefacts, has an adverse affect on standards in both key stages.

153. Since the previous inspection, the quality of teaching at Key Stage 3 has significantly improved. The school has increased the time allocated to the subject in Years 7 and 8 to an appropriate level but not in Year 9. It has not effectively tackled the issues in the previous report concerning provision at Key Stage 4, and in the Sixth Form. The school must now meet its statutory responsibilities to implement the Agreed Syllabus.

## **VOCATIONAL COURSES**

154. GNVQ Intermediate and Advanced Level courses are provided in art and design, business studies, health and social care, leisure and tourism and media and communication. The courses have been carefully selected to suit the needs of the pupils, and a high proportion of staff have undergone training and are qualified to teach and assess the pupils. The school has invested heavily in this provision and the pupils are reaping the benefits in the results they achieve. Good results in 1998 were followed by even better ones in 1999, above the national average in both years. Standards seen in Year 12 lessons during the inspection reflected the good examination performance of past pupils. The pupils involved currently are responding well to the expectation that they will demonstrate independence in their learning; teachers promote this effectively and exploit it through the teaching styles they adopt.

## **OTHER SUBJECTS**

155. At Key Stage 4, in addition to National Curriculum subjects, there is provision made for business studies and media studies at GCSE Level. Both subjects attract more than 50 pupils, and in the former, where a comparison can be made, the entry is more than twice the national average. Furthermore, the most recent results were in line with those achieved in other schools in England, with an above average proportion of pupils gaining A\* or A grades. The media studies results are not as strong. Surprisingly, in business studies the teaching that Year 10 pupils received during the inspection was insufficiently challenging and there were shortcomings in their attitudes and behaviour.

156. In addition to the A Level subjects reported earlier, pupils can choose from a few others, some of which are taught in conjunction with neighbouring schools and, in the case of music technology, through one of the local colleges. Recruitment to the courses, and the results achieved vary greatly. Typically, general studies attracts the most pupils, although the results are very variable and modest overall. Psychology is taught between two schools and pupils do relatively well. Business studies benefits from the successful foundation at GCSE which enables pupils to do relatively well at A Level. During the inspection pupils were seen in some of these additional subjects and in general they are taught and learn satisfactorily.