

INSPECTION REPORT

**SUNBURY MANOR SCHOOL
Sunbury on Thames**

LEA area : Surrey

Unique Reference Number : 125267

Headteacher : Mr Graham Tuck

Reporting inspector : David Meaden
T01526

Dates of inspection : 1st – 5th November 1999

Under OFSTED contract number: 708269

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	-	Comprehensive
Type of control :	-	County
Age range of pupils :	-	11 - 16
Gender of pupils :	-	Mixed
School address :	-	Nursery Road Sunbury on Thames Middlesex TW16 6LG
Telephone number :	-	01932 784258
Fax number :	-	01932 772197
Appropriate authority :	-	The Governing Body of Sunbury Manor School
Name of chair of governors :	-	Mrs Louise Duncan
Date of previous inspection -	27 th – 31 st March 1995	

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Meaden	Drama	Main Findings Key issues for action Characteristics of the school Key Indicators Attainment and Progress Leadership and Management
Jeanette Reid		Attitudes, behaviour and personal development Attendance Partnership with parents and the community
Jayant Tanna	Mathematics	The efficiency of the school
Mike Fitzgerald	English	
Frances Thornton	Science	The curriculum and assessment
Laurence Moscrop	Religious Education	Pupils' spiritual, social, moral and cultural development
Alison Edwards	Modern Foreign Languages	Support, guidance and pupils' welfare
Selby Thomas	Physical Education	Equal Opportunities
John Myerson	Design and Technology Information Technology	Teaching
Peter Harle	Art Music	Staffing, accommodation and learning resources
Marilyn Nathan	History Childcare	
Vera Grigg	Geography	Support, guidance and pupils' welfare
Margaret Hart		Special Educational Needs Work of the SEN Unit SEN Assessment

The inspection contractor was:

Capital Inspections Consortium
Chaucer Building
Canterbury Road
Morden
Surrey
SM4 6PX

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33 Kingsway
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MAIN FINDINGS

What the school does well

The quality of teaching is a strength of the school. It is satisfactory or better in more than nine out of ten lessons. In nearly six out of ten lessons it is good or better.

- The headteacher, senior management team and governing body provide clear educational direction and effective management for the school.
- The ethos of the school is very positive and promotes high standards in learning and personal development.
- Pupils demonstrate positive attitudes, behave well and there is a good provision for their personal development.
- The quality of the curriculum is enriched through strong links with the community.
- Parents make a positive contribution to the life of the school.
- The school makes very good provision for pupils' social development.
- The provision in physical education and drama is of a high standard and makes a strong contribution to the life of the school.

2. Where the school has weaknesses

Standards of attainment in the core subjects of English, mathematics and science need to be raised.

- I. Leadership in science is unsatisfactory.
- II. The time allocated to religious education in Key Stage 4 is inadequate.
- III. The National Curriculum requirements for geography are not being met in Key Stage 3.
- IV. The provision for information technology as an integral element of all subjects in Key Stage 4 does not meet fully the requirements of the National Curriculum.
- V. The school does not meet the statutory requirement for the provision of a daily act of collective worship.
- VI. Attendance in the current Year 11 is unsatisfactory.

There are more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection will be addressed. The plan will be sent to all parents or guardians of pupils at the school.

3. How the school has improved since the last inspection

The school has made satisfactory progress since the last inspection. Of the eight key issues identified then, four have been fully addressed and three partially. One key issue has not been satisfactorily addressed. The budget deficit has been rescheduled, with the agreement of the Local Educational Authority (LEA), and will be paid off by the end of the current financial year. The management structure of the school has been completely reorganised, ensuring clearer line management. The school's senior management has provided systematic, effective support for the science faculty. This has brought about some improvement in the quality of teaching and learning and in the management of science but the leadership of the subject is still unsatisfactory. The statutory requirements for music are now fully met. Religious education now appears on the timetable in Key Stage 4 but the time that it has been allocated is insufficient to deliver the agreed syllabus. The statutory requirement for the provision of a daily act of collective worship for all pupils is still not being met. Attendance has improved and the quality of teaching has improved from eight out of ten to nine out of ten lessons being satisfactory or better. The school's capacity for further

improvement is good.

1. Standards in subjects

The following table shows standards achieved by 14, 16 and 18 year olds in national tests and GCSE in 1999:

Performance in:	Compared with all schools	Compared with similar schools*	well above average A
Key Stage 3 tests	D	E	
GCSE examinations	C	C	

***The comparison with similar schools is made on the basis of entitlement to free school meals. It does not take account of the high number of pupils at Sunbury Manor with special educational needs, which is nearly twice the national average. The use of this single indicator is inadequate to compare overall attainment and disadvantages Sunbury Manor.**

5. Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Good	Art, geography, history, modern foreign languages, physical education, religious education, drama.	Mathematics.
Years 10-11	Good	Art, geography, history, music, physical	Religious education.
English	Satisfactory		
Mathematics	Satisfactory	Key Stage 4	Key Stage 3

The quality of teaching is good overall. It is satisfactory or better in 92 per cent of lessons and good or better in 58 per cent. It is slightly stronger in Key Stage 3 (93 per cent satisfactory or better) than Key Stage 4 (92 per cent). No unsatisfactory lessons were seen in Year 10. Of the fifteen lessons that were less than satisfactory, eight were in Key Stage 3 and seven in Key Stage 4.

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

1. Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour is good, both in lessons and around the school in general.
Attendance	Attendance is satisfactory, with the exception of the current Year 11.
Ethos*	Good. The school has clear aims and values that promote high standards of work and behaviour. It encourages tolerance, respect for individuals and a partnership with the community.
Leadership and management	Good. The headteacher, senior management team and governing body set a clear educational direction for the school.
Curriculum	Satisfactory. The curriculum is broad and relevant but there is some imbalance due to the inadequate time given to religious education in Key Stage 4 and the inadequacy of information technology provision in some subjects.
Pupils with special educational needs	Pupils with special educational needs are well provided for and make satisfactory progress. The provision for pupils in the designated units for physical disabilities and dyslexia is good.
Spiritual, moral, social & cultural development	Good. Provision is very good for social development, good for moral and cultural development and satisfactory for spiritual development.
Staffing, resources and accommodation	Satisfactory. Staff are well qualified and deployed. There is a shortage of technician support. Accommodation is adequate and will improve with the opening of the new building. Resources are adequate, although there is a shortage of textbooks in some subjects.
Value for money	The school provides satisfactory value for money. Financial planning to support educational development is good.

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

1. The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">▪. The school is very approachable when are problems.▪. The standard of pupils' work is good.▪. The school promotes positive attitudes values.▪. It provides a good range of extra-ular activities.▪. The positive ethos of the school promotes standards in learning and personal opment.	<ul style="list-style-type: none">▪.The setting and monitoring of homework is inconsistent.▪.There are isolated incidents of bullying.▪.There are insufficient opportunities to meet with subject teachers.▪.There are no attainment grades on reports.

The findings of the inspection team support most of the parents' views. Although there are isolated incidents of bullying, they are dealt with quickly and effectively, in line with the school policy. Although there is only one annual meeting with subject teachers, this issue is being partly addressed by the new system of interim reports but they do not include attainment grades. Inspectors found no evidence of inconsistency in the setting and monitoring of homework.

KEY ISSUES FOR ACTION

1. In order to improve further the educational standards, the quality of education and the management of the school, the headteacher, senior management team and governing body should design and implement an effective action plan to:
 1. Raise standards of attainment in the core subjects of English, mathematics and science by using the information gained through monitoring to:
 - identify particular curriculum areas for improvement within those three subjects;
 - identify and meet staff training needs;
 - set and monitor challenging yet realistic targets for pupil attainment.
 (Paragraphs 23-33, 39, 53, 81, 101-113, 114-125, 126-136)
 1. Address the weakness in the leadership of science. (Paragraphs 24, 73, 135)
 2. Ensure that the schemes of work for geography are revised so that National Curriculum requirements are met in Key Stage 3. (Paragraphs 46, 80, 159)
 3. Ensure that sufficient time is allocated to the teaching of religious education in Key Stage 4. (Paragraphs 45, 47, 80, 204)
 4. Ensure that all subjects plan for the use of information technology and have access to appropriate equipment in order to fulfil the requirements of the National Curriculum. (Paragraphs 47, 80, 136, 152, 169, 174, 175, 182, 184)
 5. Ensure that statutory requirements are met by providing a daily act of collective worship for all pupils. This was a key issue in the previous inspection report. (Paragraphs 56, 80)
 6. Devise, put in place and monitor strategies to improve the poor attendance and high rate of unauthorised absence in the current Year 11. (Paragraph 38)

Other, less urgent, issues that need to be addressed are to be found in the following paragraphs: 59, 63, 68, 70, 80, 82, 84, 141, 145, 153, 187.

INTRODUCTION

7. Characteristics of the school

1. Sunbury Manor School is an 11-16 comprehensive school located within Surrey LEA. Since the last inspection the number of pupils has increased from 721 to 893. Of these, 53 per cent are boys and 47 per cent girls. The Year 7 intake has increased from 160 in 1996 to 200 in 1999. 199 of these are first preferences and the school is now oversubscribed. Pupils come from a wide catchment area and from a variety of socio-economic backgrounds. 14.1 per cent of pupils are eligible for free school meals. This is broadly in line with the national average. Ofsted reports for a number of the feeder primary schools indicate a significant number of pupils from disadvantaged backgrounds. Five of the main feeder schools have received intensive support through the National Literacy Strategy.
2. The school population is largely white, with just 3 per cent of pupils coming from ethnic minorities. There are sixteen pupils who have English as an additional language, of whom three receive extra language support funded through the Ethnic Minorities Achievement Grant. There are 267 pupils (29 per cent) on the school's register of special educational needs, which is nearly twice the national average. Of these, 46 (5 per cent) have SEN statements. The school makes special provision for 25 pupils with specific learning difficulties (dyslexia) and for 7 pupils with physical disabilities. The school's intake covers the full ability range but with a greater number of lower attaining than higher attaining pupils. There is evidence that this is changing and the school's AH2 test data shows an increase in the percentage of higher attaining pupils in the current Years 7, 8 and 9.
3. The school's aims are to:

Encourage learning by:
 - ensuring that the school is a safe, friendly and courteous community;
 - providing a range of opportunities that ensure the maximum development of pupils' intellectual, practical and physical potential;
 - providing for the spiritual, cultural, social and moral development of all;
 - focusing teaching on the needs of the individual.
1. Encourage achievement by:
 - providing support and challenge for the raising of expectations;
 - promoting, measuring and celebrating success in its many forms;
 - continually monitoring and enhancing the quality of education that the school has to offer.
1. Work together to:
 - recognise the worth of each individual;
 - seek the active involvement of all connected with the school and its future development;
 - demonstrate shared values in the way that all members of the school community work with, and behave towards, each other.
1. The school's current priorities are to:
 - address continuity, progression and monitoring issues to support student learning;
 - support student learning and achievement through the development of key policy statements;
 - promote student learning through further improvements to the school's

- accommodation;
- develop whole school initiatives to support literacy and to ensure continuity from Key Stage 2 to 3.

1. The school's current targets are to:

- establish a new assessment policy for the school;
- develop a school marking policy;
- develop peer mentoring across the school;
- further develop links with local business and industry
- achieve Investors In People accreditation.

The school is making good progress towards these targets.

1. The school's statutory targets for 2000 are for:

- 42 per cent of pupils to achieve 5+ A*-C GCSE grades;
- 97 per cent of pupils to achieve 1+ Grade G or better;
- the achievement of an average GCSE points score of 38.

The school's statutory targets for 2001 are for:

- 40 per cent of pupils to achieve 5+ A*-C GCSE grades;
- 97 per cent of pupils to achieve 1+ Grade G or better;
- the achievement of an average GCSE points score of 37.5.

1. Key Indicators

Attainment at Key Stage 3¹

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

Year	Boys	Girls	Total
1999	83	73	156

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	20	44	36
	Girls	45	45	39
	Total	65	89	75
Percentage at NC Level 5 or above	School	42 (62)	57 (52)	48 (53)
	National	63 (65)	62 (59)	55 (56)
Percentage at NC Level 6 or above	School	13 (28)	30 (31)	13 (8)
	National	28 (35)	38 (36)	23 (27)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	36	42	48
	Girls	51	48	47
	Total	87	90	95
Percentage at NC Level 5 or above	School	56 (66)	58 (59)	61 (53)
	National	64 (62)	64 (64)	60 (62)
Percentage at NC Level 6 or above	School	17 (34)	30 (31)	20 (22)
	National	31 (31)	37 (37)	28 (31)

¹

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

Attainment at Key Stage 4²

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

Year	Boys	Girls	Total
1999	88	65	153

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	28	83	87
	Girls	31	63	64
	Total	59	146	151
Percentage achieving standard specified	School	39 (27)	95 (91)	99 (95)
	National	47.8 (44.6)	88.4 (89.8)	93.9 (95.2)

2. Attendance

Percentage of half days
(sessions) missed through

absence for the latest complete
reporting year:

		%
Authorised Absence	School	9.4
	National comparative data	8.1
Unauthorised Absence	School	1.6
	National comparative data	1.2

3. Exclusions

Number of exclusions of pupils (of statutory
school age) during the previous year :

	Number
Fixed period	11
Permanent	4

4. Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	17
Satisfactory or better	92
Less than satisfactory	8

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

20. Attainment and progress

5. The picture regarding attainment at Sunbury Manor is a complex one with a great deal of conflicting evidence. In order to clarify the situation a meeting was arranged with the Local Education Authority (LEA) officer responsible for school improvement and additional statistical information was considered.
6. The attainment of pupils on entry to the school has, until recently, been weighted towards the lower end. This balance has improved in the current years 7-9 but, as these pupils have not yet taken the end of Key Stage 3 National Curriculum tests, this is not reflected in the test results. The high number of pupils with special educational needs, nearly twice the national average, is a crucial factor. When comparisons are made with similar schools, it is on the basis of entitlement to free school meals and special educational needs are not taken into account. This clearly works to the school's disadvantage.
7. During the inspection, attainment in 63 per cent of lessons was judged to be in line with national expectations or better. Attainment in Key Stage 3 was better than at Key Stage 4, as would be expected from the changing nature of the intake. Those that were below expectation were partly explained by the large number of pupils with special educational needs but the remaining gap is due to underattainment in the core subjects of English, mathematics and science.
8. In English and mathematics there have been recent changes in leadership. New systems have been set in place and these are beginning to have a positive effect on standards. The weakness in science was identified in the previous inspection and, although improvements have been made, the situation is not yet satisfactory. The LEA has produced value added data for Key Stage 3 and the 1998 figures show pupils performing slightly above expectations in English and mathematics but below in science. Although there is evidence of improvement in the core subjects, especially in Key Stage 3, these are not yet reflected in National Curriculum test and GCSE results and the school should more closely monitor the rate, extent and nature of the progress being made.
9. At the end of Key Stages 3 and 4, taking into account their attainment on entry, the overall attainment of most pupils is in line with national expectations in most subjects. Pupils entering the school reflect the entire ability range but the available results of Key Stage 2 National Curriculum tests, AH2 tests conducted by the school and information provided by the LEA show that there are more pupils below the nationally expected levels than above. At the end of Key Stage 3 the 1999 National Curriculum tests in English, mathematics and science show the school to be below national averages and below those for similar schools. The 1999 GCSE results show the school to be slightly below the national average and that for similar schools for pupils achieving 5 or more A*-C grades but well above for those achieving 5 or more A*-G grades. The average points score is very close to the national average and that for similar schools.
10. Overall attainment by pupils in the current Key Stage 3 classes is close to nationally expected levels. Standards achieved in the 1999 end of key stage National Curriculum tests are below the national averages and those of similar schools in mathematics and science

and well below in English. The English result represents a significant drop from the previous year. Taking the average of the previous three years, boys' attainment in English has been below the national average and girls' close to it. In mathematics the attainment of both boys and girls has been below the national average and in science it has been well below. The school has recognised that provision in science has been inadequate and has taken steps to address the issue. This has led to an improvement in the 1999 results. In design and technology, information technology, modern foreign languages, history, geography, art, and physical education, attainment is in line with national expectations. It is below expectation in music. In drama and religious education, attainment was above expectation in many of the lessons observed. The examination of work and the observation of lessons during the inspection confirm the higher level of attainment achieved by girls across the curriculum.

11. Attainment across Key Stage 4 is broadly in line with national averages with the exception of the core subjects of English, mathematics and science. At the end of the key stage, the percentage of pupils achieving five or more A*-C grades in the 1999 GCSE examinations is slightly below the national average and that for similar schools. The percentage of pupils achieving five or more grades A*-G is well above both the national average and that for similar schools. In 1999, 99 per cent of Sunbury Manor pupils achieved at least one A*-G, which is well above that achieved nationally and in similar schools. The average points score is in line with the national average and that for similar schools. GCSE results in English are below the national average and well below that of similar schools. Results in mathematics are below the national average and that of similar schools. In science they are well below national averages and those for similar schools. LEA value added statistics show that Sunbury Manor is one of its most successful schools in non-core subjects in Key Stage 4. Attainment in art, design and technology, information technology, music, physical education, religious education and child development is in line with national expectations. In drama, attainment is above national expectations but in geography, history and modern foreign languages it is below.
12. GCSE results have varied from year to year. The 1999 results are similar to those reported in the last inspection, close to the national average and close to those predicted by the school on the basis of those pupils' prior attainment. Over the previous three years, the percentage of pupils achieving five or more A*-C grades has been below the national average and the percentage of pupils achieving five or more grades A*-G has been slightly above it. Looking at the average points score per pupil over the previous three years, boys' results have been close to the national average and girls' results below it. The better performance of girls has been identified through the examination of pupils' work and in lesson observations but the difference, in most subjects, has not been as great as it is nationally. English is an exception. Overall, pupils' average points scores over the previous three years were below the national average.
13. The school has been concerned with the low literacy and numeracy standards of many pupils on entry and has taken steps to address this as a whole school issue, as it affects many areas of the curriculum. Five of the main feeder primary schools have received intensive support through the National Literacy Strategy and the school's own testing shows standards in reading and in spelling to be below average. More than half the pupils who joined the school in Year 7 in 1999 have a reading age below their chronological age, while nearly two thirds have a spelling age below their chronological age. The standards achieved by girls are generally higher than boys. These difficulties with reading and writing have an adverse effect on standards of attainment in most subjects. For children who have a special educational need in relation to literacy, progress towards literacy targets within individual education plans is measured on a regular basis and shows that these pupils are making

satisfactory progress. The school is also involved in cross-phase literacy work with local primary schools to enhance continuity between Key Stage 2 and Key Stage 3. In both key stages, pupils' levels of numeracy are not sufficiently developed and they rely too much on calculators to carry out basic calculations. Although progress is satisfactory, at the end of each key stage many pupils are below national expectations for literacy and numeracy.

14. The school monitors attainment by gender but not by ethnicity. There is, however, no evidence that the achievement of ethnic minority pupils or the few who use English as an additional language (EAL) is significantly different from that of other pupils. The attainment of pupils with special educational needs is consistent with their age and ability. There is some evidence of underattainment in subject groups for lower-attaining pupils, where poor behaviour sometimes affects the quality of teaching and learning. The monitoring of pupils' achievements has highlighted the underachievement of boys in some subjects, notably English. Although efforts have been made to address this issue, the review of the school's equal opportunities policy and consequent formulation of a co-ordinated whole school strategy are not yet due to be addressed within the school's development plan.
15. When the pupils' different starting points and abilities are taken into consideration, progress is at least satisfactory and sometimes good in both key stages. It is consistent for all ethnic groups but girls progress at a faster rate than boys. The difference between girls' and boys' progress is similar to the national picture. Pupils with special educational needs, including those with physical disabilities, make satisfactory progress towards the targets set for them in both key stages and in all subjects, with the exceptions of science in Key Stage 4, where work is not always matched to their needs. Progress is greatest when there is good teamwork between special needs teachers, learning support assistants and subject teachers and where there is specific and shared planning for the most effective use of learning support.
16. In Key Stage 3, from the evidence of the work in pupils' folders and the lessons observed, progress is satisfactory in English, design and technology, history, information technology, modern foreign languages, music and science. In art, geography, physical education, drama and religious education progress is good. It is unsatisfactory in mathematics. Pupils with special educational needs make satisfactory and sometimes good progress. The school makes good use of Key Stage 2 information, when it is provided by the feeder primary schools. It uses this information and that provided by the AH2 test and data provided by the LEA to set overall attainment targets. Targets set by the school and the LEA are realistic and challenging. They are monitored in terms of statistical progress and of the effect of teaching in individual subjects.
17. In Key Stage 4, progress is satisfactory in design and technology, English, geography, history, mathematics, modern foreign languages and child development. In art, information technology, music, physical education and drama progress is good. It is unsatisfactory in religious education and science. Pupils with special educational needs make satisfactory or better progress in all subjects apart from science. The school's value added analysis shows that higher-attaining pupils make good progress, whilst the slowest progress is made by boys in lower-attaining groups. This is confirmed by lesson observations, and poor behaviour is a contributory factor to the slow progress of some boys.

33. Attitudes, behaviour and personal development

1. The pupils' attitudes to learning are good across all subjects. Many pupils are well motivated, interested, and responsive. Many are keen to answer questions and contribute to discussions. They are confident to articulate their views. For example, in a Year 9 science lesson on sexual reproduction and relationships, pupils contributed their ideas and opinions in a sensible manner and were interested in the views of others. However, the learning of some pupils is passive and a few are unmotivated in some lessons and do little work. This is not necessarily related to poor teaching. Many pupils listen well, sustain concentration and persevere. For example, in a Year 8 physical education lesson where pupils were practising skills on the trampoline, they were very attentive, patient while waiting their turn and applauded the effort of others. However, some pupils have short concentration spans and are easily distracted. Pupils respond well to research opportunities in history, design technology coursework, geography and GNVQ Leisure and Tourism.
2. The pupils' behaviour overall, both in the classroom, in assemblies, around the school and in the playground is good. This has a positive effect on the ethos of the school. Pupils are aware of the daily routines that create an orderly atmosphere. Parents and pupils say that behaviour has improved considerably since the last inspection. Behaviour in the classrooms is good. There is low-level disruption through casual conversation and calling out in a few lessons but pupils generally respond to requests from the teacher to be quiet. There are a few occasions when unsatisfactory behaviour disrupts learning. These occur more frequently in Years 8 and 11. Movement around the school is orderly. Large numbers move on the stairs and through a narrow passage at change of lessons, and in these difficult circumstances pupils behave well with very few incidents of pushing. They are courteous and show a respect for property. The school has had to permanently exclude 4 boys in the last year, which is slightly below the national average for similar schools.
3. Pupils' relationships with other pupils and staff are good. Pupils have a positive attitude to disability. They are often good at striking a balance between helping and allowing independence. This has been particularly successful during a recent field trip, in which a pupil who uses a wheelchair was enabled to take part in almost all activities. Most pupils listen and show respect for the views of others. For example, in a Year 7 history lesson where pupils were classifying information on Julius Caesar, they sustained a debate with well-developed conflicting ideas and were totally involved. Pupils collaborate well in group and paired work. In a Year 11 drama lesson on the theme of 'Love and Marriage', pupils worked well together throughout, showing strong commitment and a high level of interest. A few incidents of bullying occur but pupils feel that the school is a safe place. They are confident that they can approach teachers with problems and that action will be taken quickly and effectively. There are some instances of racist comments. The school does not monitor the number of these incidents.
4. Pupils' personal development is good. They have responded well to the many opportunities to show initiative and take responsibility that have been created since the last inspection. Students with special educational needs participate fully in the life of the school, and are encouraged to develop their independence. The school council is very active and takes many initiatives that improve the quality of life in the school. At the moment they are taking an active role in the Millennium Project to landscape the front of the school. The Head Boy and Head Girl, together with the prefects, do their jobs well and with the minimum of fuss when organising other pupils. They look for ways to promote their rôle in the school and are respected by the pupils. For example, they run the Year 7 homework club and help with the induction of Year 7 pupils. A pupil in Year 9 manages a stationery shop that he has set up

efficiently and the profits go to the school. For the last two years pupils have acted as ball boys and girls at Wimbledon. Younger pupils collect litter as Eco Friends of the school. Pupils help run the school bank. The pupils' participation in these and many other activities makes a good contribution to their personal development.

37. Attendance

5. Attendance is satisfactory. It has improved since the last inspection and this half term was 91.2% overall. However, Year 11 is well below this level at 84.9% and it has higher unauthorised absence. Some pupils with special educational needs have poor attendance patterns that are not due to medical reasons. Unauthorised absence overall is above the national figures for like schools due to the school strictly adhering to the requirement to mark pupils absent if they arrive after 9.10 a.m. and provide no valid reason. The most common reason for pupils' absence from school is pupils taking holidays in term time. Pupils arrive punctually to school and to lessons.

QUALITY OF EDUCATION PROVIDED

38. Teaching

6. Since the last inspection much progress has been made on the overall quality of teaching. A significant factor has been the development and agreement of a policy for teaching and learning. This has enabled the monitoring of teaching by all faculty staff, to identify good practice and areas for development in teaching styles and methods. It also gives direction to the professional development programme that is prioritised by reference to the school development plan. Overall the quality of teaching is good with particular strengths in art, geography, history, physical education, drama and child development, but weaknesses in mathematics in Key Stage 3 and in the two religious education lessons seen in Key Stage 4.
7. All teachers have at least a secure knowledge of their specialist subject, which is demonstrated in the range of activities used. For example, in history, pupils are given research opportunities, and rôle-play and simulations are used. In religious education, the subject knowledge of non-specialist staff is not as secure. Good teaching strategies are seen in all subjects, although the range used in mathematics is restricted. In both mathematics and English there are shortcomings in some teachers' plans where learning objectives are not clear and are not sufficiently informed by assessment. This can lead to repetition of work and, therefore, lack of progress. In other subjects there is good planning with clear aims for learning, which lead to tasks suited to the range of pupil abilities. Teachers' knowledge of information technology is improving rapidly, with appropriate use seen in a number of subject lessons. An audit of IT skills has clearly identified needs, to allow focussed professional development. The special needs department has good expertise in a range of special needs including physical disabilities, although the depth of knowledge of methods and strategies varies from adequate to very good.
8. Teachers' expectations of pupils are generally high, with classes well managed and with appropriate standards of discipline. These, together with teachers' good relationships with pupils, contribute well to the quality of learning.
9. Good use is made of available resources such as computers, tools and equipment in workshops but the supply of books in mathematics and science is inadequate. Learning support assistants, who are well qualified, make a valuable contribution to learning and assessment, although there is sometimes insufficient time for planning to allow pupils with language and literacy problems to gain access to the lesson materials.
10. Arrangements for homework are generally good, with regular opportunities for independent work that extends learning, such as the use of sketchbooks in art, the evaluation of food in design and technology, and imaginative work on World War 2 in history. Marking usually provides helpful comments to pupils, although in mathematics it is not always sufficiently detailed to give appropriate guidance to pupils.
11. Longer term planning is facilitated by a number of development groups with good representation from all faculties. Arrangements for initial teacher training and the induction of newly qualified teachers are comprehensive, with good relationships with Brunel University.

44. The curriculum and assessment

12. Since the last inspection, the school has made progress in a number of key issues in relation to the curriculum. It has been developed since the last inspection to address the imbalance of time for some subjects and some pupils. The school has implemented the statutory requirements for music in Key Stage 3 and religious education in Key Stage 4, although the time allocated to religious education is still insufficient. It has reviewed the rôle of the form tutor and use of tutor time. In addition the school has improved the systems for assessment.
13. The school has undertaken an extensive review of the curriculum; it is committed to the process of annual review and to extending the programme of enrichment. The curriculum in Key Stage 3 is well balanced and broadly based to meet the needs of the pupils. It meets all the statutory requirements, with the exception of the coverage of geography, and includes sex and drug education. The provision for mathematics contains all the elements of the National Curriculum but the teaching programme is not balanced because all the numeracy is taught in the autumn term. Curriculum planning is satisfactory. The curriculum makes satisfactory provision for continuity and progression in learning. The school is developing curricular links with feeder primary schools. These are effective in English and geography, but less effective in other subjects. The time allocation in Key Stage 3 is the minimum 25 hours recommended nationally. The development of key skills is planned but at an early stage of implementation. Purposeful links are made between science and moral and social education to teach sex education. Pupils are able to opt for a second language.
14. In Key Stage 4, the school aims to offer a curriculum that provides a degree of choice. Curriculum planning is satisfactory. The school has carried out extensive consultation on changing the shape of the school day. These changes have benefited most subjects and enabled the introduction of GNVQ leisure and tourism and business studies and a personal and social education lesson for Years 8 and 10. However, the changes have resulted in the provision of single science for the majority of pupils in Key Stage 4. Double science is taught in third session to one group of able pupils. Although this session is seen as part of the programme of enrichment, it has led to loss of breadth for some pupils who may wish to study double science. There is insufficient time provided for religious education to teach the locally agreed syllabus. The provision of information technology as an integral element of all subjects does not meet fully the requirements of the National Curriculum. The planning for continuity and progression within the curriculum is satisfactory. Planning is good in geography, history, religious education, drama, music and art and is satisfactory in all other subjects.
15. Provision for special educational needs is satisfactory and enables the pupils to make satisfactory progress. They are offered a broad and balanced curriculum. Care is taken to ensure that withdrawal from lessons does not affect progress. Pupils with physical disabilities, including those who use wheel chairs, have access to most activities in the school, including field trips and some sport. Pupils who use local authority buses do not, at present, attend after school enrichment activities. The school fully meets the requirements of the Code of Practice. Progress in literacy and targets within individual education plans are measured on a regular basis. This assessment ensures that pupils with special educational needs make appropriate progress.
16. Most pupils have full access to the curriculum, apart from those pupils who may wish to

study double science in Key Stage 4. As part of the teaching and learning policy, the school has included differentiation in schemes of work. The variety of teaching and learning styles helps access. In English, history, art and modern foreign languages good access is provided by a variety of teaching styles, a stimulating environment and the celebration of achievement. Pupils for whom English is an additional language have access to the whole curriculum and make suitable progress. Some class groups are unequally balanced in terms of gender. When many more boys than girls are present it can sometimes be difficult for girls to play a full part in all activities and this has a negative effect on their learning. The practice of providing double science classes as after-school sessions might disadvantage some pupils who could benefit; for example, those who have to travel long distances or depend on local authority transport.

17. Since the last inspection there have been improvements in personal and social education. There is now a teacher in charge and he has carried out a number of changes. Previously, personal and social education was integrated into subjects. This led to shortcomings, particularly with co-ordination and continuity. It is now taught as a separately timetabled subject in Years 8 and 10 and is included in the courses for other subjects. The co-ordinator has developed a scheme of work for the discrete course. This is a thoughtful programme taught by specialist staff and provides outline planning for the course. Good resources are used and the course is based on citizenship. A number of outside agencies, including the police, teach part of the programme. The co-ordinator recognises the limitations of the cross-curricular elements in the development plan for personal education. As a first step to improving the provision of the cross-curricular personal and social education, he has completed an audit of the teaching in key areas of the course. Overall provision is satisfactory and includes the statutory requirement for education about drug misuse.
18. The school provides comprehensive and effective careers education and guidance. The good scheme of work maps the cross-curricular provision in tutor time and the discrete provision in Year 10. It provides support to the non-specialist tutors. All pupils, including those with special educational needs, take part in work experience. This year the school experienced some problems with the quality of the service from the provider. The school contribution is good. Pupils prepare for their placement and follow-up is built into the programme. There is good reference to choices at the end of each key stage. The school has effective links with the careers service. The school has a careers library that is made available to all pupils. Pupils are taught to use a computer programme that gives them careers information and ideas. There are good links with industry, which support the curriculum in business studies and the careers programme. Industrialists interview a selection of pupils based on the quality of their application for work experience.
19. The provision for extra-curricular activities, including sport, is good. The new school day, introduced in September 1999, includes a breakfast club and extended learning activities after school. The programme of enrichment activities is comprehensive. It includes sport and drama. There is a good range of sporting fixtures. Pupils have opportunities to take part in residential trips, field trips, theatre visits and homework and revision sessions. After school, pupils have full access to information technology, to art and to a good range of English activities.
20. The previous inspection identified implementation of the assessment policy as a key issue for development throughout the school, with developments needed within religious education, physical education, information technology and music. Since the last inspection the school has developed a draft policy for assessment. Good systems are

now in place for assessing pupils' attainment, except in mathematics and religious education. Very good systems have been developed in geography, based on National Curriculum levels, collection of portfolios of pupils' work and cross-moderation. In drama there are good systems of assessment linked to learning objectives. The school marking policy is closely related to the objectives in the teaching and learning policy, with criteria delegated to the faculties. Teachers mark pupils' work to encourage but not always to help them improve. Marking is good in geography and history where it is used to help pupils improve their work in relation to attainment.

21. In addition to the end of key stage tests in English, mathematics and science, pupils take a number of tests in reading and general intelligence. Departments keep these records of attainment on entry and they are used by the school to form a baseline against which their future attainment can be measured. These results, together with in-school assessment, are used to set targets for improvement. However, faculties have not developed the same expertise in analysing and recording results as the senior management team. Targets are set within faculties. However, there is insufficient attention paid to assessing and analysing pupils' progress in terms of the National Curriculum, which is a prerequisite for the whole process. Assessment information is used to inform curriculum planning within English, but practice in other areas is not as good.

54. Pupils' spiritual, moral, social and cultural development

22. The school has set itself the clear objective of developing care and compassion in its pupils. A lot of this is achieved through the provision it gives in its spiritual, moral, social and cultural programme. Some aspects of this provision are stronger than others but, overall, the provision is good.
23. Provision for spiritual development is satisfactory. Insights into values and beliefs are provided by the examples set by staff and by various themes that occur in school assemblies, such as the topic of privilege, goodness and poverty. Development of self-knowledge and spiritual awareness are clearly present in various themes and topics in individual departments; such as in music where pupils are encouraged to face the idea of creativity and the role of music in their own lives. In English too, there is a unit of work on metaphysical poetry where pupils are encouraged to reflect on the enormity of the universe and the significance of eternity. The religious education department also has a significant input into this aspect of school provision, as it often looks at issues that deal with the purpose and meaning of life and other related topics. However, across the school as a whole, opportunities to reflect and be quiet are not very numerous and where they do occur, such as in assemblies and during tutor times, are not used to their best advantage for this aspect of personal development. The school does not provide a daily act of worship for all pupils.
24. Provision for moral development is good. Pupils are expected to behave well and have a clear sense of right and wrong. Several codes in the school clearly point the way in this respect and these include the student Code of Conduct and the Home/School Agreement. Assembly and tutor time themes underline this emphasis, as do significant units of work in the personal, social and health education programme. These include work on moral responsibility, crime and consequences, decision-making, rules and laws and rights and responsibilities. Individual departments, such as drama, deal with related topics, including investigations into animal rights and wrongs and abandoned babies. In religious education,

pupils have the opportunity to study moral codes from more than one religious tradition and in history pupils look at the issues surrounding the slave trade. All of these serve to highlight the importance of good behaviour both in and out of school.

25. Provision for social development is very good. Positive relationships are encouraged by the good examples set by staff, the various residential camps and activities such as the peer mentoring. Most departments encourage the pupils to participate in paired and collaborative work and the various extra-curricular activities ensure that these skills are a significant feature throughout the time the pupils are in the school. They are also encouraged to take responsibility in the opportunities the school provides in such things as the School Council, the prefect system, the tuck shop, the stationery shop and parents evenings. Participation in the community is also strong. This happens through such things as the Eco Friends and a significant number of charities. There are also contacts with the wider community through the Sports Centre and several industrial links, such as those with BP Amoco. There are also links with various faith communities, arranged by the religious education department. The pupils are clearly taught the rights and responsibilities of citizenship as the personal and social education programme has significant units of work on social responsibility, justice, tolerance, relationships and community involvement.
26. Provision for cultural development is good. There are plenty of opportunities for pupils to appreciate their own cultural traditions, as there are visits to theatres and museums, including the Science Museum and London art galleries. There are displays of artwork and pottery in the school and there are regular musical productions, talent shows and a Proms night. The school also has a multicultural provision that includes visits to France, Belgium and various contacts with several eastern European countries. The school also has visiting artists and musicians from cultures other than European. Individual departments often include a multicultural aspect, such as in physical education where pupils participate in non-European sports such as Cabadi, and religious education introduces the pupils to several world religions. The forthcoming Millennium Project also has a strong multicultural aspect. However, an acknowledgement and celebration of Great Britain itself being a multicultural society is not very prominent in the school and this is an area for development.
27. There has been some progress since the last inspection on the various issues raised then but some of them are still ongoing. The personal and social education programme now has a more coherent structure, though it is still developing. Tutor time is more profitably used for the moral and social aspects but there is still room for a more profitable use for the pupils' spiritual development. Opportunities to take social responsibility have been extended and are continuing to be so. There is a clearer acknowledgement of diverse cultures, though, as noted above, there are still aspects that require further development.

60.

60. Support, guidance and pupils' welfare

28. The school provides good support and guidance for its pupils. There is an effective school council at which every year group is represented. Real needs are addressed and feedback to pupils is useful. A comprehensive personal and social education programme addresses a range of personal, social, health and moral issues, including sex and drugs. A professional counsellor is available to pupils.
29. The school is very concerned to support the personal development of pupils. A new academic mentoring programme has been in place since September 1999. It is beginning to help pupils to set targets for themselves, with the support of comments on their efforts from

subject teachers. The programme has been well received by pupils and teachers and promises to be effective in the monitoring of pupils' attitudes and efforts. Opportunities to develop other interests are provided in the extra-curricular programme, the extended learning activities and school journeys. Pupils are encouraged to take responsibility by becoming mentors to younger pupils and by running homework clubs.

30. Procedures for monitoring academic progress are satisfactory. Policies are in place and staff are working towards a standardised system. The new reports, issued for the first time in summer 1999, provide parents with information about pupils' progress and skills. They do not provide information about the levels at which pupils are performing, nor on how they could make improvements within specific subjects. There are variations between faculties and some assessment is carried out in lessons without any written record.
31. Pupils with special educational needs are well supported. Regular meetings are held to monitor their progress. Individual education plans and statements are reviewed and links are strong between the Learning Support Department and other faculties. The school fully meets the statutory requirements for pupils with special educational needs.
32. The school provides a safe and caring environment. It has an effective management of student behaviour policy and code of conduct notices around the school encourage pupils to respect each other's feelings and opinions. Expectations of good behaviour are high and pupils are supportive of each other, particularly of the physically disabled pupils. There is a Care Committee of teachers and other professionals, which helps pupils who are experiencing major problems in school. Discipline problems are dealt with effectively within the new mentoring system. There is consistency amongst the year groups under the guidance of the senior tutors. An anti-bullying policy is in place and pupils are confident that teachers deal with issues swiftly and efficiently.
33. The school's systems for monitoring and following up absences are effective. Changes in the timing of the school day have enabled tutors to deal efficiently with lateness and there is a consistency in approach across the year groups. Punctuality is monitored through a late book. There is a common understanding of a cut-off time for lateness and when lateness becomes absence. There is a reward system in place for pupils who have a good attendance record.
34. The school has effective child protection procedures. The handbook identifies the member of staff responsible and provides guidance on procedures. An introduction to the systems in place in the school is provided as part of the induction of every new member of staff.
35. The school is successful in promoting the health, safety and general welfare of its pupils. The school premises are clean and tidy. Effective use is made of the dining room before school, for the breakfast club, and at lunchtimes. There is practical provision for first aid from 8.30–16.30 and medical care is good. Physiotherapy for physically disabled pupils is provided in a specialist unit. Provision is also made for physically disabled pupils to leave the premises before other pupils in order to minimise risks. Supervision of these pupils is satisfactory when they are using the lifts but there is only one Evac-chair on each floor. Accidents are recorded appropriately. Fire drills are carried out once per term. The governor responsible for health and safety checks the premises each term together with the headteacher. Electrical equipment is checked annually. Pupils are well supervised in and around the school. Proposals for school journeys are carefully examined to minimise risks.

68. Partnership with parents and the community

36. Since the previous inspection the school has created a positive relationship with parents. The school is now successful in involving parents in the life and work of the school. It has provided parents with clear lines of communication. Parents find the school welcoming and the headteacher and staff approachable. The school welcomes parents' views. It has sent

questionnaires to them on the new annual report to parents and the code of conduct. Meetings have been held with them on the teaching and learning policy and the curriculum review. Many parents attend events that concern their child, such as the Options and Careers evening. The Friends of Sunbury Manor is run by a dedicated band of parents, who organise regular, successful fundraising events. The school consults and involves parents of children with special educational needs appropriately. Parents are sent copies of their child's individual education plans and the vast majority attends the annual reviews and the reviews of the individual education plans. The teachers in Learning Support are accessible and they have good relationships with parents. The links that are made contribute greatly to pupils' learning.

37. The school provides satisfactory information about pupils' work and progress through the annual report and the annual parents evening. It is working to improve the quality of information available to parents by changing the format of the annual report and by the introduction this year of an interim report in both the autumn and spring terms. The new style annual reports cover pupils' skills and commitment but fail to give their attainment or identify specific targets for improvement in each subject. Parents will only get sight of the new interim report for the spring term, and again they focus on commitment with no reference to attainment or potential in different subjects. Some parents are unhappy about only receiving specific information on their child's progress in each subject once a year at the annual parents evening. Since the last inspection the school has redesigned the student planners. Overall they are well used for general communications, with information on homework and the credits that have been awarded. The school fails to give parents details about what their child is studying each term in all subjects. The general information to parents is good. The governors' annual report and the prospectus are detailed and readable but the prospectus lacks information about the destinations of school leavers and the annual report to parents lacks information about the implementation of the school policy for special educational needs and the progress of the action plan following the last Ofsted inspection. The newsletters celebrate the pupils' achievements and give information on future events.
38. The school continues to have very good links with the community and local business. The school's reputation in the local community has been enhanced over the last three years. For example, pupils have acted as ball boys and girls at Wimbledon and in 1997 the school was runner-up in the Times Educational School of Year contest, which recognises excellence through working with the Neighbourhood Engineers. The school has use of the community leisure centre on a daily basis. There are close links with Chelsea Football Club and the London Broncos rugby team, who coach students. Visitors to the school include six local colleges and many other exhibitors at the Options/Careers evening, the schools police officer, who contributes to the personal and social educational programme, and a speaker from ACET (AIDS Council Education Training). There are strong connections with Brunel University and students are providing a Shakespeare workshop for Year 10 and 11 pupils. Year 10 pupils are provided with a two-week work experience. The school has extensive links with BP Amoco, who sponsor a World of Work Day. The school is developing links in relation to work experience placements for pupils with special educational needs and links with facilities for physically disabled people. These and many more make a very good contribution to the pupils' attainment and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

39. The leadership and management of the school are good. The headteacher, senior management team and governing body provide a clear educational direction for the school in striving to achieve its aim to meet the needs of the whole of the local community. The school's aims are shared by the staff and clearly understood by parents. There are clear systems and routines that are understood and carried out by pupils and staff. The school has recently achieved Investors in People status.
40. The school's middle management, faculty, subject and pastoral leadership, are generally good. In science, the one subject area where there is a weakness, senior management is well aware of the issue and has provided systematic, effective support. This has brought about an improvement in management but the weakness in leadership remains.
41. The school has clear and realistic educational aims and targets and there is an effective system for monitoring the quality of teaching and learning. Governors make classroom visits but these are informal and sporadic and there are, as yet, no set timetable or agreed procedures. Visits are not related to priorities in the development plan.
42. Since the last inspection, there has been a complete restructuring of senior and middle management. The main changes have been the restoration of the second deputy headteacher post and reorganisation into a faculty structure. These changes have resulted in more clearly defined areas of responsibility and a clear system of line management, which is understood and valued by all staff. Since the last inspection, the governing body has reorganised its committee structure in a way that enables it to carry out its duties more effectively and play a more active part in the life of the school. Progress since the last inspection has been satisfactory and the school's capacity for improvement is now good.
43. A key innovation has been the establishment of development groups. These are very much the driving force in generating, implementing and monitoring school policies and have brought about wider staff participation in planning and development.
44. The development plan sets out a clear programme for the school's development. There is a clear link between the school's priorities and their financial implications. The development plan clearly supports the aims of the school, and progress towards targets and value for money are monitored by the governing body. The governors have a strategic view of the school's direction through their participation in planning and policy development. They are kept well-informed by the school's senior management and by drawing on this information and their own range of experience and expertise, they are able to make informed decisions about what should be the school's immediate and longer-term priorities.
45. The school has clear aims and values that promote high expectations of standards of work and behaviour. It encourages respect for individuals, tolerance and a partnership with the community. Parents and pupils share these values.
46. The school complies with equal opportunities legislation and through its aims and objectives is generally successful in providing equal access to all opportunities provided. This is equally true for pupils with physical disabilities and minority ethnic pupils. Observation of general school activities and discussion with pupils indicates that those in minority groups

experience few difficulties, which are dealt with satisfactorily.

47. Although the governing body is aware of its statutory obligations, it is failing to meet them in the following areas:
- the provision of a daily act of collective worship;
 - the allocation of sufficient time for religious education for all pupils in Key Stage 4;
 - the complete coverage of the National Curriculum in geography in Key Stage 3;
 - the provision for information technology as an integral element of all subjects in Key Stage 4;
 - the staff appraisal programme;
 - the publication of required information about the destinations of school leavers in the school prospectus;
 - the publication of information about the implementation of the school policy for special educational needs and the progress of the action plan following the last Ofsted inspection in the annual report to parents.

• **Staffing, accommodation and learning resources**

1. Staffing levels are fully adequate for the needs of the curriculum. The majority of teaching staff are appropriately qualified and experienced and, in general, the staff in the subjects where non-specialist staff are deployed are well supported and carry out their rôles well. There are some inadequacies in mathematics, music and religious education. All teaching staff have full job descriptions, which have been recently reviewed. Relevant role models from the staff team are offered to pupils including a balance of gender within the management structure of the school.
2. The provision of non-teaching and other support staff is adequate overall but there is insufficient technician support in information technology, although the commitment of teaching staff ensures that this factor does not interfere with pupil progress or attainment. A review of the job descriptions of support staff is currently being carried out to parallel that for teaching staff.
3. There is a good quality induction programme for newly qualified staff, following DfEE guidelines, co-ordinated by two of the senior staff and involving many others in its delivery. Appropriate mentors are identified for the staff concerned. Any staff new to the school are encouraged to take part in the relevant elements of this provision and staff taking up new posts within the school have appropriate professional development provision identified and to which they are directed. Professional development for all staff is part of an extensive programme, which is linked to the school development plan, to needs identified in the school's monitoring programme and to perceived individual need. Satisfactory support for non-specialist staff is generally provided within the faculty, with limited external support.
4. The school has a carefully thought out and well structured staff monitoring programme, including documented lesson observation that follows set criteria and includes subsequent discussion between observer and observed. Any staff development needs resulting from this programme are built into the school development planning and funding. The system has many of the features of a good quality appraisal scheme. However, the school does not comply with statutory requirements on teacher appraisal. The school's monitoring system has a direct, positive impact on classroom practice.
5. There are sufficient teachers employed to teach students with special educational needs and

they are very well qualified. The number of learning support assistants is generally sufficient and they too are very well qualified, many having City and Guilds qualifications and a range of relevant experience. Their contribution is extremely valuable and appreciated by students and teachers. There are good arrangements for their induction and training. A regular review of their duties and training needs is carried out by the Learning Support Co-ordinator. Learning support assistants have timetabled meetings when their working hours allow but current arrangements make it difficult for them to take on extra commitments, such as planning with subject teachers, which would make their support even more effective.

6. Accommodation is just adequate for curriculum needs but, because of the current building work, two very unsuitable spaces, the library and a common room, have to be used as teaching spaces and tutor group bases. This has consequences, in that the library cannot be properly used across the curriculum and library lessons have been temporarily abandoned. Classes having lessons in the common room have to clear up totally before each break and lunchtime, which decreases the amount of teaching time for such lessons. These problems and other problems of inadequate space will be resolved with access to the new accommodation in January 2000.
7. Other current accommodation issues include the teaching of music and science in non-specialist rooms and the teaching of art in rooms which are too small and which have totally inadequate light. These specialisms will be catered for in the new accommodation. Although the library will return to its proper use, it will still be too small to provide a full service.
8. The use of space is generally good. The condition of the buildings is variable but maintenance is good and there is a rolling programme to upgrade the accommodation. Standards of cleanliness are high and there are no graffiti. The quality of display is variable but much of the building does not lend itself to extensive display. There are some areas of the school which provide a very stimulating learning environment; two examples being the area around the library and the excellent conversion of the old orphanage into a music suite.
9. There is good accommodation for the learning support department and for students with physical disabilities. The school is equipped with lifts, disabled toilet facilities of a good standard and a well-equipped physiotherapy base. In practical lessons there are benches and tables that are at an appropriate height for wheelchair users but the school does not have adjustable height equipment for, for example, food technology. There is full wheelchair access to the whole school. Rapid escape equipment is provided for students in wheelchairs in the event of a fire but the school needs to consider the adequacy of this provision given the numbers of wheelchair users who might be on site at any one time.
10. Resources in the school are adequate overall. This is true in most subjects but there is a shortage of percussion instruments and IT equipment in music and inadequate provision in science and in mathematics for pupils with special educational needs in mainstream classes. The school has responded positively to the finding in the last inspection concerning the provision of more challenging materials for more able pupils.
11. Deployment is appropriate, and resources are well cared for. Photocopying and printing are centrally provided, as are the television and video facilities across the school. The computer networks are a whole school provision and operated under a booking system. Most resources are faculty based. Resources are generally appropriate to pupil need but although resourcing to reflect the cultural diversity of our society exists in principle, it is not widely integrated into classroom practice. There are strong links with BP Amoco – this is a partnership school – and with other local engineering firms.

12. There are extensive computer resources across the curriculum but many are old machines and some have out of date software. However, some good use of information technology was seen. The recent extension of central information technology resources, extending the library as a Learning Resource Centre, has enhanced the provision. However, the two networks need to become one and some other machines put onto the network, thus extending internet access.
13. The library is small and includes the specialist careers library, which has its own computer with CD-Rom and software. The main library has five computers, all with CD-Rom facilities, but only three on the network. The cataloguing system is not computerised, which means that any identification of patterns of use is difficult. Stock levels are very poor, with only 4,500 books (about five books per pupil), although even this level is a great improvement over recent years. For example, fiction stocks have doubled over the past two years. Its role as a centre for personal study and as an encouragement to read widely for information and for pleasure is limited by this stock size.
14. The library is staffed by a full time librarian – term time only – and is open each day from 8.30 until 4.30. The librarian is also responsible for the information technology suite booking system. The annual allowance, which is not high, also has to provide ink for the printers in the information technology suites.
15. Learning resources for special educational needs are generally satisfactory, including information technology resources, but further acquisitions of new technology could enhance the experience of students with literacy difficulties.

95. The efficiency of the school

16. The last inspection report in March 1995 indicated that the school was run efficiently. It had taken unpopular but appropriate steps and made realistic plans to remove the budget deficit of £58,000 by March 1997. However, in March 1997, governors agreed that in order to increase first choice pupil numbers, the school had to improve the learning environment by appropriate redecoration of the main building, enhancing staffing provision and increasing faculty capitation. The budget plan was then revised. The latest budget monitoring information indicates that the school is on target to remove the deficit by March 2000. The supply cover budget has been substantially reduced and additional income will be generated from school lettings. There are other plans to raise funds through projects involving pupils, parents and staff. The LEA is monitoring progress on a termly basis.
17. The school manages its finances satisfactorily. There is a clear structure, with a committee of the governing body taking responsibility for overseeing financial management and making strategic financial decisions. The governors are well supported by good financial information from the senior management team and the bursar.
18. The quality of financial planning to support educational development is good. In the school development plan, in-service training, support for strengthening line management and monitoring the effectiveness of curriculum delivery through lesson observations are carefully identified and budgeted for. The school monitors expenditure on special educational needs and provides satisfactory value for money. Good use is beginning to be made of a range of data and information as a means of forecasting and target setting. A programme of academic tutoring is already in place to enable tutors and pupils to review and set new

personal targets.

19. The school makes effective use of its staff, accommodation and learning resources to promote pupils' learning. The last audit report of June 1999 indicated that the school's financial management and internal control systems were operating effectively.
20. Good teaching enables most pupils to make satisfactory progress. Standards have improved in non-core subjects in particular. Four of the eight key issues from the last OFSTED report have been fully addressed and a further three substantially. Pupils' attitudes, behaviour and personal development are good. Efficient use is made of the support staff. The expenditure per pupil is in line with the national average. The structure now in place makes the capacity for further improvement good. Consequently, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

100. ENGLISH, MATHEMATICS AND SCIENCE

100. English

1. Results of National Curriculum tests at the end of Key Stage 3 were well below the national average in 1999. Over the last four years, results have been below average in comparison with all schools nationally and with similar schools. GCSE results in English Language and English Literature at grades A*-C have fluctuated from close to the national average in 1997 to well below national averages in other years. Results at grades A*-G were about average each year. When pupils join the school in Year 7, the differences in attainment between boys and girls are generally in line with the differences nationally. At the end of Key Stage 3 and in GCSE, the results of girls are higher than those of boys. The differences are significantly greater than the differences nationally.
2. Since the last inspection, test results at the end of Key Stage 3 have risen each year until 1998 but dropped significantly in 1999. The performance of pupils in English is broadly comparable with their performance in mathematics but higher than their performance in science. In GCSE, the proportion of pupils achieving A*-C grades in English Language has fluctuated but is currently lower than in 1996. Results in Literature have also fluctuated but are now slightly higher. A*-G grades have improved in language and literature since 1996. The performance of pupils in English is generally slightly higher than their performance in mathematics and science.
3. Pupils' results in National Curriculum tests at the end of Key Stage 2 as they enter in Year 7 have been close to the national average over the last four years. Standards in reading and in spelling, however, have been below the national average. For example, on the evidence of standardised tests conducted by the school, more than half the pupils who joined the school in Year 7 in 1999 had a reading age below their chronological age while nearly two thirds had a spelling age below their chronological age. The standards achieved by girls are generally higher than boys. Difficulties with reading and writing have an adverse effect on standards subsequently in the school.
4. Inspection findings indicate that by the end of each key stage standards vary from average or above to well below average in each key stage. Overall, standards are below average. In general, girls achieve higher standards than boys. In tests and examinations, pupils' attainment, particularly that of boys, is adversely affected by weaknesses in writing. The ability of some pupils to work independently and take leading roles of their own accord is limited and some still need considerable support to develop and communicate ideas. This limits their ability to achieve above average levels and grades. It is too soon for the recently introduced measures to have had an impact on standards by the ends of key stages, for example the use of the new schemes of work in Key Stage 3 to raise the attainment of boys.
5. By the end of Key Stages 3 and 4, the majority of boys and girls generally listen attentively. A small number of pupils in some classes, particularly boys, have difficulty listening for any length of time. Pupils are keen to answer questions, but not always able to take turns. Where pupils are well prepared for oral discussions, they can frequently make good contributions. In a well planned lesson in Year 10, for example, pupils listened well to the suggestions put forward by the teacher and to the contributions of other pupils in a

discussion on *Lord of the Flies*. As a consequence, they made good progress in their understanding of the novel. In general, however, many pupils are limited in their ability to answer at length without support.

6. There is a wide range in reading standards. They improve as pupils progress through Key Stages 3 and 4 but, overall, remain below national expectations. In each key stage, higher attaining pupils can read aloud with confidence and with expression. Lower attaining pupils still find this difficult and do not receive enough encouragement to improve the quality of their reading aloud. Pupils' studies of heroes and legends in Year 7, *A Christmas Carol* in Year 8 and poetry in Year 9 help them to read accurately for information. By the end of Key Stage 4, pupils' ability to deduce and infer meaning also improves. For example, higher and average attaining pupils can talk about the motivation of characters in fiction and in Shakespeare. They are able to support their point of view with appropriate reference to the text. In each key stage, however, a significant number of pupils still have difficulty with reading quickly to deduce or infer meaning.
7. Standards in writing are below average overall, but they vary significantly from about average to well below average in each key stage. The writing of girls is generally of a higher standard than that of boys, who are often slow to start on writing tasks. Insufficient use is made of IT when drafting to motivate pupils, particularly boys. Pupils write for a suitable range of purposes but many have difficulty with extended writing. Good oral work prior to writing often helps pupils to write more extensively. Similarly, oral work together with opening sentences for paragraphs enable pupils to begin writing without delay. Many are able to improve the fluency and accuracy of their writing with re-drafting. Handwriting is generally sound for the majority of the pupils, although the quality and the care pupils take with presentation vary. More able pupils are able to spell well. Spelling and punctuation, however, are weak for many pupils. There is not enough emphasis in lessons on the need to improve punctuation and spelling. There is no faculty scheme of work for punctuation and spelling but a commercial scheme is being used as an interim measure.
8. In general, in each key stage, well-targeted work, combined with high expectations of learning and behaviour, result in the majority of pupils making satisfactory progress. In Key Stages 3 and 4, pupils with SEN and with low prior attainment make satisfactory progress in the teaching groups that are formed on the basis of prior attainment. Where there are inconsistencies in the quality of the teaching and the lack of a scheme of work to provide sufficient guidance, this sometimes restricts pupils' progress.
9. The attitudes to learning of the majority of boys and girls are mostly satisfactory in each key stage and often good. Higher attaining pupils are usually well motivated. All pupils usually co-operate willingly. They can sustain concentration when sufficiently challenged, including pupils of low prior attainment in each key stage. A significant minority in some classes, particularly boys, are sometimes slow to respond because of lack of motivation. For example, boys who find writing difficult sometimes complete very little work when given writing tasks. Their behaviour usually remains satisfactory but there is a lack of urgency towards the work set. Although teachers use a good range of support materials to help pupils to write, this is still insufficient to motivate some pupils, particularly some boys of low prior attainment.
10. The majority of the teaching in each key stage is satisfactory. In Key Stage 3, it is often good. In each key stage, there are also some shortcomings and a minority is unsatisfactory. The quality of the teaching was described as usually sound or better in the last inspection. Quality has been maintained at that level and there is now an effective monitoring scheme,

designed to identify areas for further improvement.

11. All of the teachers have a broad knowledge of both language and literature. Almost all lessons are well managed and orderly in each key stage, despite some challenging behaviour from a small number of pupils in some lessons. The majority of the planning for lessons is satisfactory. Few teachers, however, consistently identify the learning objectives for lessons and make them clear to the pupils. This results in some shortcomings in a number of lessons. Almost all lessons are well organised and have a sound structure. Teachers use a good range of tasks to motivate pupils. Although overall learning objectives are not always clear, individual tasks are introduced satisfactorily so that pupils are clear about what is expected of them. In a good introductory lesson on the language of Shakespeare in Year 7, for example, the teacher helped pupils to summarise their current knowledge of Elizabethan theatre. The teacher provided good materials and showed pupils very expressively how to put emphasis into their translations. This resulted in pupils using Shakespearean language with some confidence and enjoying their introduction to Shakespeare. Similarly, in a lesson with higher attaining pupils in Year 9, the range of tasks used extended the pupils and enabled them to make satisfactory progress in their understanding of poetic form. On occasion, however, the good materials used are not exploited sufficiently to deepen pupils' understanding. There is generally good use of constructive comment to help pupils to improve both orally in lessons and in the marking of written work. Where teaching was unsatisfactory, pupils did not make sufficient progress because of weaknesses in the tasks provided. Pupils carried out the tasks but the teacher did not intervene enough to ensure that pupils learned from the materials provided, for example in lessons in Year 8 and in Year 11. Arrangements for homework are good. Homework is regularly marked and recorded.
12. School schemes of work, which were developed for Key Stage 3 during 1998/9, provide a suitable range of experiences for pupils. However, it is too early for them to have had an impact on standards. There are still some gaps in the schemes, for example in work on spelling, grammar and punctuation in Key Stage 3. This results in some inconsistency in the quality of the teaching in these lessons. Schemes of work in Key Stage 4 have yet to be co-ordinated into school schemes. Extra-curricular provision is sound with a number of good features, for example visits by contemporary poets. In each key stage, there is a significant amount of assessment information, which is used appropriately to place pupils in teaching groups. Systems for recording pupils' progress in the National Curriculum through Key Stage 3 are satisfactory, although assessments of speaking and listening in Key Stage 3 have yet to be undertaken systematically. The information from assessment, however, is not yet used systematically enough to identify targets for pupils by the end of Key Stage 3 in order to raise standards. The faculty is capably managed by the new head of faculty. The development plan provides a clear direction for the faculty but does not, at this stage, include a number of key initiatives; for example, the measures to raise the achievement of boys. The recently introduced arrangements for monitoring teaching are good. Overall, the accommodation is satisfactory and enhanced by displays, which are well organised and of good quality. However, the use of the Learning Resource Centre for class teaching is not satisfactory. Teaching often takes place against a background of working noise as other classes and pupils use the computers. This has an adverse effect on the quality of learning. Resources are satisfactory and well organised.

112. **Literacy**

13. The school is involved in cross-phase literacy work with local primary schools to enhance

continuity between Key Stage 2 and Key Stage 3. Several subjects contribute to pupils' standards in English. In general, there is a good focus on ensuring that pupils know and understand key vocabulary in subjects. Oral work in several subjects helps to develop pupils' listening and speaking skills; for example, presentations in history and rôle play in modern foreign languages. Investigative work in science and in history contributes to pupils' reading skills. Similarly, the use of encyclopaedias on commercial CD-ROMs in information technology effectively enhances pupils' reading. Approaches to writing help pupils to develop their skills in a number of subjects. For example, drafting in science, including the word processing of final drafts, improves quality. Extended writing in history also helps pupils to write at length. However, there is too little use of techniques such as writing frames to support pupils' writing in the majority of subjects.

113. Mathematics

14. Since the last inspection in March 1995, the school has made some progress in the standards of attainment achieved in mathematics at the end of Key Stages 3 and 4. On entry to the school pupils' attainment is below the expectations for their age. However, the current Year 7 is attaining levels very close to that expectation. The attainment of pupils remains below national averages in tests at the end of Key Stage 3. Over the last three years their performance in mathematics has improved but remains below national averages, with no significant difference between boys' and girls' performance. In 1999, 57 per cent of the pupils gained Level 5 or above compared with 62 per cent nationally. The average points score for pupils nationally was 33.2; in the school it was 31.5. Attainment was below average in comparison with schools with pupils from similar backgrounds where the average points score was 32.8. In 1999, 30 per cent of pupils gained Level 6 or above compared with 38 per cent nationally.
15. In GCSE examinations, pupils' performance in mathematics is below national averages. Since 1996, results at grades A*-C have fluctuated, averaging around 34 per cent. In 1999, 34 per cent of pupils gained grades A*-C compared with 45 per cent nationally. The percentage of pupils gaining grades A*-G was 95 per cent compared with nearly 89 per cent nationally. Attainment at GCSE was below average in comparison with schools with similar prior attainment at the end of Key Stage 3. However, the results for summer 1999 show a considerable improvement in the end of Key Stage 3 tests and at GCSE.
16. Progress is unsatisfactory in Key Stage 3, mainly because the quality of assessment, planning and teaching is unsatisfactory. Progress in Key Stage 4 is satisfactory. Lower attaining pupils at the end of Key Stage 3 are able to understand how to find factors and multiples of numbers and to multiply and divide numbers by powers of ten. They are able to multiply and divide bigger numbers using written methods and to add and subtract fractions and decimals. They do get confused about multiples and finding lowest common multiples for their work on fractions. Higher attaining pupils are beginning to work with negative indices, rounding numbers to different levels of accuracy, multiplying algebraic terms and using inequalities. Pupils with special educational needs make satisfactory progress.
17. Lower attaining pupils at the end of Key Stage 4 are able to substitute numbers to find values of algebraic terms, draw and interpret bar graphs and scatter graphs and investigate patterns in number sequences. They find scales in graphs difficult. The higher attaining pupils are able to work with ratios in trigonometry, to find lengths or angles in triangles, find volumes of solid shapes using appropriate formulae and carry out exercises in statistics by drawing and interpreting cumulative frequency graphs. They find topics like rotation,

equations of lines and aspects of probability difficult to explain. Pupils in most lessons are keen to learn, co-operative and contribute positively in class discussions. They are well behaved and respect each other and their teachers.

18. At both key stages, pupils' levels of numeracy are not sufficiently developed and they are over reliant on calculators for basic calculations.
19. Pupils remain on task, persevere with difficult topics and develop their learning skills to within the limited opportunities provided in their lessons. However, some pupils in lower-attaining class sets in Key Stage 3 show more limited levels of concentration, poorer listening skills and inappropriate behaviour which disrupts their own and other pupils' learning.
20. The quality of teaching overall is satisfactory in eight out of every ten lessons seen. It is better in Key Stage 4 but is unsatisfactory in Key Stage 3 in nearly three lessons out of every ten lessons seen. Most teachers are well qualified and have a firm command of the subject. They interact positively with their pupils, maintain good relationships and create a purposeful learning atmosphere. They provide competent explanations, provide good encouragement, praise pupils' efforts appropriately and remain calm and cheerful when dealing with the occasional challenging behaviour of pupils. They are beginning to develop well-structured lessons with opportunities for oral and mental starters and helpful reviews of lessons at the end.
21. The quality of assessment and monitoring of pupils' progress are unsatisfactory. The marking of pupils' work is not done sufficiently regularly and when it is, does not always provide helpful guidance to pupils to improve. There is little monitoring of pupil progress in lessons. Mistakes by pupils are not always anticipated or analysed to enable pupils to learn from them. Low standards of work are accepted. As a result, day to day planning and teaching are not informed by the knowledge of pupils' strengths and weaknesses or their extent of progress. There is insufficient matching of tasks to provide for the needs of individual pupils, who may be either more able or have poor literacy skills.
22. Most teachers use a satisfactory but limited range of teaching methods. Their teaching is based mostly on discussions and instructions but not sufficiently on demonstration, illustration, more open questions, practical activity or paired and group work. The progress of pupils is therefore slow, unstructured and inconsistent.
23. The head of faculty has taken up the post very recently and has worked very hard to put together a new scheme of work with the help of all members of the faculty. It is recognised that a lot more work needs to be done to improve it. There is a good development plan in place but it needs to give more emphasis to improving the quality of teaching by appropriate induction and staff development.
24. Systems for monitoring teaching, learning, attainment and for setting targets are at early stages of development. While books and materials are well used, practical equipment, calculators and computers are not used sufficiently to facilitate a wider range of teaching strategies. Since the last inspection the school has made some progress in terms of providing sufficient textbooks for pupils and implementing a system of regular and consistent homework. There has recently been an improvement in performance in the end of Key Stage 3 tests and GCSE examinations but it is still below average. There are still concerns about

marking, assessment and planning and the limited range of methods and strategies employed by teachers. However. There is a positive ethos and commitment generated by a new leadership, which is a strength. There is a much improved quality of intake in Years 7 and 8. The school is capable of improvement and of making satisfactory progress in mathematics relatively quickly.

124. Numeracy

25. The opportunities for pupils to develop their numeracy skills are offered in the oral and mental starters of some mathematics lessons. The opportunities to apply their skills are offered in science when solving problems including calculations and in making sense of information presented in tables and charts in geography.

125. Science

26. Since the last inspection, there has been improvement in the quality of teaching and learning in science. This has led to improvement in standards in Key Stage 3 but not yet in Key Stage 4. The results of the screening test on entry indicate that the school does not have an average cross-section of pupils. In some years the higher-attaining pupils are under represented. There is a large number of pupils with special educational needs.
27. In 1999, the results of the National Curriculum tests at the end of Key Stage 3 were below the national average and that for similar schools but marked a significant improvement from the 1998 results. In Key Stage 3 lessons and work, the higher attaining students attain standards that are above the national expectations. Year 7 pupils are able to describe the separation of sand and salt using the correct scientific terminology such as solute, solvent and solution. Other pupils know different types of energy. Year 9 higher attaining pupils can write word equations and are starting to use symbols to write equations. Other pupils can write word equations but not use symbols. In Key Stage 3, standards have improved.
28. Almost all pupils are entered for an examination in science and obtain a result. In 1999, at the end of Key Stage 4, the results of the GCSE examinations were below the national average and well below that of similar schools for grades A*-C. The proportion of pupils obtaining passes at grades A*-G was just above the national average. Performance in GCSE science is below that in other subjects within the school. Boys and girls performed less well than boys and girls nationally in the higher grades and average grade. They performed as well as boys and girls nationally in the lower grades. The differences between the performance of boys and girls can be explained by their difference in attainment when they enter the school. Girls and boys performed less well in science than girls and boys nationally and they performed less well in science than in other subjects within the school. This lower performance in science cannot be explained by the pupils' prior attainment. Within the school, the pupils' perform less well in science than in other subjects. They also perform less well in science than pupils of the same prior attainment within the county.
29. At Key Stage 4, work in lessons, together with the work in exercise books, indicates that standards are still lower than expected in some groups. This is particularly so in Year 11. Attainment was above the national expectation in Year 10 and Year 11 higher-attaining groups. In Year 10, pupils could plan an investigation into the rates of reaction of enzymes. Year 11 pupils could explain how copper could be extracted using their knowledge of the

reactivity series. Attainment was in line with national expectation in middle attaining groups. Pupils knew that most cells had 46 chromosomes and that non-identical twins had different chromosomes. They could complete a genetic diagram for inheritance of sex. However, other work in Year 11 indicates that attainment for some pupils is lower than expected, work is unfinished and that teachers have not ensured that pupils complete work that they have missed.

30. Throughout Key Stage 3, pupils, including those with special educational needs, make satisfactory progress. Pupils make less progress when teachers repeat work already covered in Key Stage 2. Progress in Key Stage 4 is unsatisfactory. The higher attaining pupils are presented with challenging work and make good progress. Most students progress from using word equations to using symbol equations. The higher attaining pupils learn to manipulate complex equations. Pupils with special educational needs make satisfactory progress in Key Stage 3 but progress is unsatisfactory in Key Stage 4, in line with the rest of the group. They receive adequate support from learning support assistants and science staff.
31. In the majority of lessons, pupils respond well and behaviour is good. In both key stages, most pupils are well motivated. They listen to the teacher, show an interest in their work and most are able to concentrate throughout the lesson. Most are interested in their work and keen to succeed. However, a minority of pupils in Year 11 show a lack of interest. A few pupils are not interested in science and do not respond well. In many lessons good behaviour helped learning. The relationship with the teacher was good and the pupils took a pride in their work. In a minority of lessons, when the teacher talked for too long, pupils started to misbehave. Pupils carry out practical work safely and use equipment with due care. In both key stages, pupils show scientific curiosity, ask questions and try to explain what they have seen. Most are able to work independently and in groups.
32. Teaching in science makes at least a satisfactory contribution to the standards pupils attain and the progress they make. In Key Stages 3 and 4, teaching is satisfactory or better in over nine out of ten lessons. Teachers' knowledge of their subject enables them to explain the essential nature of the scientific subject. They expect pupils to behave and to use the correct scientific words and in a very good Year 7 lesson the teacher wrote these words on the board. Many teachers set work that is challenging and in one Year 9 lesson the teacher set a challenge for the next lesson. Planning is at least satisfactory and often good. Teachers have recently worked very hard to develop the schemes of work, which help them to match work to the ability of the class. The school initiative on teaching and learning has led teachers to develop an increased range of teaching methods to stimulate the pupils. Methods are particularly effective when they are linked to clear expectations and penetrating questions, which make pupils think. A good example was seen when a Year 7 class was learning about separation of salt and sand. In this lesson the teacher allowed the pupils to contribute what they had learnt in Key Stage 2. In other Key Stage 3 classes teachers did not take account of pupils' previous learning in Key Stage 2. Another very good lesson was seen in Year 10, where the teacher provided concrete examples to help pupils learn the difference between cells, tissues and organs. In this lesson, the teacher constantly assessed whether the pupils were on task and were making the correct observations. In other lessons, this ongoing assessment is less developed and pupils do not stay on task. In some classes, teachers make good use of assessment to inform teaching. However, some teachers do not check what students know before moving on. Relationships between teachers and pupils are usually good. Teachers provide good support for pupils working in groups or on their own. In one lesson where teaching was unsatisfactory, the teacher did not manage the pupils effectively and was unaware that pupils were off task.

33. In both key stages the curriculum is well planned. In Key Stage 3 it is broadly based and balanced and meets statutory requirements. There is an adequate allocation of time to the subject in Key Stage 3. In Key Stage 4, although all pupils have access to single science, not all pupils have access to double, balanced science. The recent restructuring of the day provides single science for all and double science for those higher attaining Year 10 pupils who wish to take it. This session is timetabled within the enrichment programme, which takes place after school. This arrangement restricts access to many pupils who may wish to study double science but are restricted by the current provision. Time allocation for the present Year 11 is low, which puts pressure on the delivery of the curriculum. Teaching is shared in some groups. In some Year 8 and 9 lower attaining groups, this interrupted their work and affected continuity of provision. Most lessons include an appropriate range of class organisation techniques.
34. Teachers are aware of pupils' special educational needs and the faculty has links with the special needs department. Teachers and learning support assistants support pupils with special educational needs. However, not all teachers manage the learning support assistants effectively. The faculty consistently follows a clear policy on assessment and record keeping. Targets are set. However, many of these targets are not yet focused on attainment. Records are passed on between teachers and teachers use the results of assessment to place pupils in groups and to provide an appropriate curriculum. Teachers mark pupils' work with comments intended to give encouragement. Teachers do not always explain how pupils can improve their work.
35. Leadership in science is unsatisfactory. Although the science faculty is clear about the direction it is taking to improve results, the school's senior management team has provided the leadership. Within the school, the low standards in science have led to extensive support being provided to the head of science. This support has resulted in improvement in standards in Key Stage 3. The head of faculty has not created a good climate for learning. Although he follows the school initiatives and monitors teaching, he does not monitor pupils' work on a regular basis. Nor has he become involved in the school initiative to develop curriculum links with Key Stage 2. As a result, the teachers do not take account of the work that pupils carry out in Key Stage 2.
36. There are too few laboratories and some classes are taught in classrooms. This makes planning for work difficult and affects progression in pupils' work. The school is aware of the problems and is planning to provide another laboratory. The technicians work efficiently in very limited space and they help teachers to deliver the curriculum effectively. Chemicals are stored safely. Learning resources are unsatisfactory. There are too few books and insufficient practical equipment. The use of information technology in science is improving. Provision is satisfactory in Key Stage 3 but is limited in Key Stage 4. The shortage of computers limits the use of information technology in the curriculum.

136. **OTHER SUBJECTS OR COURSES**

136. **Art**

37. The GCSE results in art are at the national average for A*-C and A*-G grades. These are among the best results in the school, and have been consistently so over the last three years. Attainment at the end of Key Stage 3 is in line with the national expectation and is

above the national average at the end of Key Stage 4. Pupils use a range of art techniques in their work, and there are particularly strong links with the work and styles of a range of twentieth century artists. Pupils were seen to use the work of Kandinsky, Klee and Turner to inspire work of their own, which is often based on observed drawing. Drawing, painting, texture, tone and relief work were all seen in progress. One Year 8 boy showed extensive examples of high quality cartoon characters in a cubist style and a Year 10 girl was using the computer to modify and refine her work, which she had scanned in.

38. Pupils' progress through Key Stage 3 is satisfactory; it is good in Key Stage 4. There was no perceived variation across gender, racial or ability boundaries. The nature of curriculum delivery, where pupils work at their own level and progress is individually based, enables pupils with special needs to progress well. A major feature in this overall progress is the nature of teacher feedback, which was seen in all classes. It was particularly impressive in a large Year 10 class, working in a wide variety of styles and techniques, where the teacher supported and developed the work of every pupil to great effect.
39. Pupil response is good in both key stages. A large number of pupils choose to study art in Key Stage 4; there are normally three GCSE groups in each year group. Pupils work well together in the very confined space; there is a relaxed atmosphere, where pupils converse at a low level, but remain on task. Working relationships are very good; pupils collaborate well and respond well to a wide range of stimuli. The reaction of the pupils to the stimulus on war art was intense and moving.
40. Teaching in Key Stage 3 is good. In Key Stage 4 it is also good and, on occasion, very good. Staff are secure both as artists and as teachers. Expectations are appropriate and supported well by teacher feedback of good quality. Organisation and management are good but relaxed in style. In many lessons there is a sense of urgency. The informal assessment linked to teacher feedback resources subsequent work from pupils. Homework is particularly well used and involves both research tasks and art work in sketchbooks. It is related to the topic in hand, and followed through in lessons. The generally effective assessment scheme does not yet include opportunities for pupils to assess their own and each other's work.
41. In order to make further progress the department should develop the pursuit of higher standards, with particular concentration on those at the borderline between grades C and D in GCSE; develop display to further celebrate pupil achievement; focus more on first hand experience for pupils and develop opportunities for pupils to assess their own and each other's work.

141.

Childcare

42. Attainment at GCSE in childcare, which is studied only in Key Stage 4, is in line with the national average. Pupils at all levels of attainment show a sound level of factual knowledge and understanding of the topics studied. Higher attainers undertake well planned and organised observations and make detailed visit notes with relevant information. Although the average attainers structure their observations less methodically than the higher attainers, they produce relevant questionnaires and are able to collect detailed information and make some sensible deductions from it. Lower attainers, including pupils with special educational needs, collect some information but do not consistently support their findings with evidence. In class work, lower attainers write brief answers to the questions. Progress is satisfactory. Over the course, at all levels of attainment, pupils consolidate their factual knowledge and

understanding. For example, they develop an understanding of what the features of a balanced diet are and what you should or should not eat during pregnancy. They consolidate and develop their skills in conducting an observation and in answering examination questions with relevant information. Pupils with special educational needs make satisfactory progress towards the targets set for them.

43. In the lessons observed, pupil response was good. Pupils are well behaved, attentive and clearly interested in the topic. Teaching is also good. Lessons are well planned and secure subject knowledge is demonstrated in discussion with pupils and in the teacher's exposition. The best activities, such as the food tasting session or the use of visitors, including mothers who bring their babies, are well designed to stimulate the pupils' interest and develop their understanding. Appropriate homework is set for this GCSE course.

Drama

44. The work of the drama department is a strength of the school and makes a very positive contribution to the overall ethos. Standards of attainment are high and by the end of Key Stage 3 pupils have developed a range of skills and understandings. They work well together and show a high level of commitment. They build on these strengths and by the end of Key Stage 4 achieve examination results that are above national expectations. The teaching of the subject is very good. Teachers are highly skilled, use a range of techniques and are aware of individual pupil needs. Lessons are well-structured and flow at a good pace.
45. The subject has adequate time in both key stages and there is a good assessment procedure closely linked to learning targets. Informal self-assessment by pupils takes place in lessons and the department should consider the introduction of a written element. The management of drama is good, both at subject level and as part of the creative arts faculty. The regular monitoring of lessons clearly aids development. Some drama topics are linked to other subjects, especially English and history, and there is a clear contribution to pupils' social and moral education. Visits to theatres and by theatre groups make a valuable contribution to pupils' cultural experience.
46. Accommodation is adequate and will be much improved with the opening of the new block. There are adequate resources but a portable lighting rig would greatly enhance the range of possible activities. Pupils are clearly enthusiastic about drama and are developing attitudes, skills and techniques that have a positive effect on other areas of learning.

146.

Design and Technology

47. All pupils take courses either in Food Technology, Graphic Products or Resistant Materials Technology to GCSE level. The overall attainment of pupils at the end of Key Stage 4 in 1999 was slightly above the national average, with 52.4 per cent of the entry gaining a grade C or above, compared with the national average for all maintained schools of 50 per cent. Girls' attainment has remained consistently higher than that of boys and is in line with the national average for girls. The results achieved by boys improved considerably in 1999 with 48 per cent of the entry gaining A*-C grades. At the end of Key Stage 3 attainment is slightly below the national average.

48. In both key stages, pupils are making satisfactory progress. Most pupils are developing adequate drawing skills and good practical skills. Many pupils are aware of the need for accuracy in construction and quality of finish. This was seen in the making of pastry and in biscuit cutters, vacuum-formed from plastics. Less progress is made with designing skills in Key Stage 3, as there are insufficient opportunities for pupils to consider the needs of intended users. The appreciation of the work of professional designers and the contribution to product design of other cultures is under-represented in the scheme of work, which restricts the range of ideas that pupils examine when designing.
49. In Key Stage 4, pupils apply the knowledge they gain from investigating food products, which enables their work to progress from design brief to product proposals as the development of a fruit-based product for teenagers. In other material areas, specifications tend to be descriptive rather than define the performance characteristics of a product. Good use is made of information and communications technology to investigate the nutritional content of foods, research packaging products on the Internet and enhance the presentation of coursework by including the results of surveys in chart form. Generally, lower attaining pupils and those with special educational needs make satisfactory progress because they receive good support in lessons.
50. Pupils' attitudes to their design and technology work are good and are enhanced by the quality of the working environment. Pupils concentrate well, co-operate with others and organise themselves when carrying out practical tasks. They take care of equipment and apply appropriate safety precautions.
51. Teaching is satisfactory or better overall. Teachers generally have good subject knowledge, are responsive to the needs of pupils and give appropriate individual support. Most lessons are characterised by good organisation of practical work with appropriate regard for safety procedures and links are often made with industrial practice. The assessment scheme allows pupils in Key Stage 3 to make judgements about their own work but no use is made of specific criteria for each aspect of the work assessed. Teachers give good guidance on targets for the improvement of GCSE coursework. The department benefits from good leadership and there is good support from a part-time technician, although the time allowed is insufficient for the adequate preparation of materials.
52. Improvements have been made since the last report in the range of IT skills used, but the equipment for control technology is just adequate and there is little provision for work using computer-aided design and manufacture. Progress has been made in supporting pupils with special educational needs, but there are still limited opportunities for extended design work using resistant materials.

152.

Geography

53. The previous OFSTED report stated that the pace of lessons did not always provide sufficient challenge; this has now been fully addressed. The department now has consistent marking and assessment procedures, but the need to improve textbook resources has not been met.
54. The standards in geography at the end of Key Stage 4 are below national expectations. Results of GCSE examinations in 1999 show that 32 per cent of pupils gained A*-C grades, as against 56 per cent nationally. 95 per cent of pupils gained A*-G grades. These results were poorer than those achieved in 1998. This was attributed to staff changes during this

period and poor coursework grades. Levels of attainment seen during the inspection match the expected levels for these pupils, when prior attainment is taken into account, but are below national averages. On entry to Key Stage 3, standards of attainment are below those expected. This is because few pupils have had a wide experience of geography and associated skills in Key Stage 2. For example, some pupils are not familiar with Ordnance Survey maps. At the end of Key Stage 3, pupils' levels of attainment are in line with national expectations. The teacher assessments of 1999 show that 64 per cent of pupils gained a level 5 or above, which was an improvement from 1998, when 28.77 per cent of pupils gained those levels.

55. Pupils can describe and offer explanations for geographical processes, such as coastal erosion giving rise to headlands and bays. They can also explain the effect of physical processes on people, for example the primary and secondary effects of earthquakes. At the end of Key Stage 4, pupils have a sound understanding of the hydrological cycle, clearly explaining the effects of different ground situations, such as a sudden thaw on a river flow. Pupils also know features associated with types of river erosion but some find it difficult to give a full explanation. The area of geographical enquiry is well covered, and pupils produce hypotheses that can be tested. They devise appropriate research techniques, apply them and use their findings to provide sensible conclusions, as in their studies of Sunbury and Staines.
56. All pupils, including pupils with special educational needs, make good progress in Key Stage 3 from a low base and they make sound progress in Key Stage 4. Pupils quickly gain sound mapwork skills, and acquire skills associated with data handling, such as the drawing and interpretation of a variety of graphs. They also make good progress in using and understanding geographical terms, for example a 'honeypot' settlement, explaining that this is one that attracts visitors. Pupils gain good skills of individual research and study, through the compilation of fieldwork.
57. Pupils are interested in geography and two thirds of pupils take the subject in Key Stage 4. They enjoy geography and their comments show a curiosity about the world. For example, a pupil concluded that a shantytown would probably not have clean water, as water needed a piped system. Pupils concentrate hard throughout the lessons, and are reluctant to finish. In the majority of lessons, pupils behave well. Pupils take pride in their work, and this shows in GCSE coursework, where information technology is effectively used.
58. The standard of teaching in Key Stage 3 is never less than satisfactory, with five out of nine lessons good, and two out of nine lessons very good. In Key Stage 4, there was one unsatisfactory lesson, while half the lessons were good, and three out of eight lessons were very good. All lessons are well planned, and most have a range of activities, which sustain pupils' interests and reinforce learning. Imaginative lessons capture pupils' interests. This was seen when pupils created a commentary to accompany a video on the aftermath of earthquakes. The very good lessons are challenging and have pace, so that much is covered and no time is wasted. In the good and very good lessons, stimulating resources are used effectively. These include videos and slides, as well as other resources such as colour extracts of geological maps. Questioning is purposeful and makes pupils think. Every opportunity is taken to develop teaching points. Above all, in the good and very good lessons, the enthusiasm of the teacher transmits to the pupils. In the unsatisfactory lesson, there was poor class control, so that most pupils achieved little, and there were low expectations with regard to the tasks to be completed. Marking is consistently good, with comments that set targets for pupils in order that they can improve.

59. The subject has a recently appointed head of department, who has a clear vision of areas that need to be developed and is very well supported by his head of faculty. Fieldwork is well planned in all years and this should lead to a further improvement in standards. In Key Stage 3, the curriculum is still being developed, and as yet does not cover the requirements of the National Curriculum. Topics are not covered in sufficient depth as attempts are made to teach all areas. Assessment is good, with published tests used, and end of unit tests are in the process of being compiled. Assessments use National Curriculum levels, and a portfolio of work has been cross-moderated. The use of a common room in a separate building hinders good teaching, as resources are not immediately accessible, there is noise from adjacent rooms and the room has to be vacated rapidly at break and lunch times. Resources are adequate but pupils in Key Stage 4 do not have their own textbooks. Geography makes a positive contribution to pupils' cultural and social development, through the examination of issues such as pollution, and through fieldwork, when pupils have to go into an adult environment.

159.

History

60. At the end of Key Stage 4, attainment is below average. GCSE A*-C grades achieved in 1999 are well below average. History performed badly in comparison with other subjects within the school. The trend over the past few years is downwards. The level of attainment in 1999 is below that mentioned in the last report. This described standards of attainment as variable in relation to national expectations and said that the majority of pupils reached national expectation. Although attainment at the end of Key Stage 4 is currently below national expectations, it is consistent with the expectations for this group of pupils when prior attainment is taken into account. Good initiatives, designed to improve standards are being put in place but are too new to have affected recent Key Stage 4 results.
61. At the end of Key Stage 3, standards indicated by teacher assessments in 1999 are in line with national expectations. This is a not dissimilar position from the last inspection, but is much better than in the more recent past, when attainment in history at Key Stage 3 fell below national expectations. Low levels of pupil literacy on entry and some lack of challenge in the teaching adversely affected attainment in history. Now, the attainment on entry of the pupils in Key Stage 3 is closer to national expectations, and this, together with improvement in the quality of teaching and some good use of assessment data to help pupils target the next achievable step, have combined to raise standards. This has resulted in a significant improvement in the numbers of pupils achieving higher standards at the end of the key stage.
62. Inspection evidence indicates that standards are improving. At the end of Key Stage 4, attainment is still below national expectations, whereas at Key Stage 3 it is close to national expectations and in Year 7 attainment is satisfactory or better. At the end of Key Stage 4, significant numbers of pupils do not reach satisfactory standards. These pupils still tend to copy sections of books. They understand the main points of topics, such as the rise of Hitler, but do not develop their answers and have difficulty in targeting information appropriately and in answering questions which require them to obtain evidence from source material. Average attainers understand the main ideas and issues. They explain their points quite clearly in oral and written answers, and evaluate straightforward sources well, making some sensible deductions. Higher attainers produce extended answers in essays with plenty of relevant detail and good explanations. They compare and contrast sources sensitively in their Bloody Sunday coursework and are able to make logical deductions using a range of sources and their own knowledge.

63. At the end of Key Stage 3, lower attainers, who are often also pupils with special educational needs, work at low National Curriculum levels. Classroom observations during the inspection indicate that a smaller number of pupils are working at these levels than in 1998. These pupils demonstrate a sound knowledge and understanding of the main events and characters studied. They explain their ideas more clearly orally than in writing. In extended writing, they produce a few lines which, for example, indicate some understanding of what it was like to be a soldier in the trenches. Average attainers, working at around Level 4, make detailed notes from a range of books and extracts. They take a view and can give one or two reasons to support what they say. A larger number of pupils in Key Stage 3 now achieve higher National Curriculum levels than in previous years. These pupils use sources well to produce good pieces of extended writing. At both key stages, both in national tests and in class assignments, girls perform considerably better than boys.
64. Progress presents the same complex picture as attainment. The best progress is made in Year 7, where, at all levels of ability, pupils develop their historical skills in response to some challenging tasks set by the teachers. All develop well orally but higher and average attainers make better progress in developing their extended writing skills, improving their ability to give causes and consequences and in making sensible decisions about which is the most important. By the end of Year 9 pupils, whose attainment on entry was lower than the current Year 7, make steady progress through the key stage. In individual lessons, progress is often good, as the pupils consolidate and develop their factual knowledge and understanding of study units such as the First World War. At all levels of attainment they develop their research skills and their understanding of cause and consequence and of change over time. Lower attainers begin to be able to find more relevant information for themselves from straightforward texts, while average and higher attainers develop their ability to find detailed information from a range of sources. Higher attainers considerably improve their ability to write good essays.
65. By the end of Key Stage 4 pupils at all levels of ability make sound progress in relation to their prior attainment. Lower attainers improve their understanding, for example, of how Hitler came to power in Germany. Average attainers improve the number and quantity of reasons given in an answer and develop their answers in greater depth. Higher attainers improve their ability to analyse and to answer source evaluation questions from a range of sources. Pupils behaved well in all the lessons observed.
66. In relation to their prior attainment, pupils with special educational needs make sound progress at both key stages towards the targets set for them. In the more challenging lessons, their progress is good. By the end of Key Stage 3, they improve their sequencing of events, grasp of key facts and understanding of how people would have reacted to major events such as World War 1. Their writing skills develop but more slowly than their oral understanding. By the end of Key Stage 4, pupils with special educational needs improve the organisation of their work and their understanding of what to include in an examination answer. Overall, their progress is satisfactory.
67. The pupils' response is good. They are attentive, remain on task, persevere, respond willingly, are keen to answer questions or read aloud and they ask occasional questions out of interest. In group or pair work, they collaborate and organise themselves well. They display a mixture of dependence and pride in their work. Pupils at all levels of attainment respond particularly well to the more stimulating and challenging activities. They enjoy opportunities to take part in debate and discussion and to undertake research for themselves. There is far less copying from books than at the time of the last report. The

majority of work is well presented and in most cases it is completed.

68. Teaching has improved since 1995, when it was sound with some good features. Weaknesses included over dependence on topic books, too much teacher exposition and a narrow range of methods. Now, all the lessons observed are satisfactory or better, the majority are good, often with very good features and occasionally lessons are very good. All teachers demonstrate secure subject knowledge. Good standards of discipline and good relationships contribute well to the quality of learning. A much wider range of activities is used now. Research opportunities, group work or pair work, discussion and presentations, role play or simulations were all observed during the inspection. Good detailed planning highlights the learning outcomes intended for the pupils. Effective time management, in which lesson pace is carefully matched to the needs of the activity and the pupils, enables a series of tasks to be completed in the lessons. Pupils clearly know what is expected and regular feedback on assessments helps pupils know what standard they have reached and how to reach the next level. Homework activities extend learning well and imaginative tasks, such as taking a periscope view of a World War 1 trench, are enjoyed by pupils.
69. Although there are still insufficient resources for a text book for each pupil at Key Stage 3 and no provision of CD-Roms, the introduction of an allowance for learning resources has facilitated an improvement in the provision of resources since the last inspection. The appointment, in 1998, of a new head of faculty, who is a history specialist, has already enabled the subject to move forward. Very clear leadership and direction of the department, particularly the good structures put in place to support the considerable number of non-specialists who teach history, have already begun to make an impact on the standards achieved by pupils in Key Stage 3. A reflective approach, good teamwork, frequent evaluation of learning tasks and good use of assessment data contribute well to the on-going development of the high quality assignments, which are a significant feature of history lessons.

169. Information Technology

70. Pupils' attainment in Information Technology is in line with national expectations at the end of both Key Stages, with boys' attainment slightly higher on average than that of girls. Pupils in Key Stage 3 have little difficulty with the basic operation of computers. They can use the keyboard adequately to enter text, make changes to its appearance, check spelling and format the page layout. Some pupils have a good awareness of the need to format information to suit different audiences. The appearance of work on screen preoccupies a number of pupils, which causes a distraction to their learning. Most pupils can use simple operations in spreadsheets and check their accuracy.
71. In Key Stage 4, pupils are able to apply a wide range of IT skills, choosing appropriate software and methods of presentation. For instance, the choice of chart to display the results of a survey, which is then incorporated into descriptive text. Good use is made of the Internet for research, where pupils make suitable selections from a number of information sources without unnecessary "surfing".
72. The enthusiastic and confident approach of most pupils results in rapid learning of the basic operations of software from a fairly low base in Year 7, which enables the application of skills to a wide range of activities in Year 11. Often skills learned in one context are applied to another; for example, the use of spreadsheets in mathematics is applied in design and technology.

73. The quality of teaching overall is satisfactory or better. Teachers have a good knowledge of software, give clear and lively explanations of tasks and plan tasks to suit the ability of pupils. Some non-specialists allow pupils to spend too much time on presentation and give them insufficient guidance on content. The assessment scheme for Key Stage 3 is clearly written and understood by teachers and pupils, and a comprehensive portfolio of typical work complements it. The school intends to use Key Skills IT units for assessment in Key Stage 4. This is not fully implemented but the co-ordinator monitors pupils' work regularly.
74. Since the last report the number of computers has been increased by the installation of a new network, which has improved pupils' access to IT facilities, although there are still limited opportunities in measurement, control and computer-aided design. Computers are also based in subject rooms and, although many of these are older machines, they are used appropriately. The support given by the librarian as IT technician is excellent but as more demands are made on equipment, the time available will be inadequate.
75. Pupils' practical keyboard skills are now enhanced through use of typing practice software. An IT development group has worked under the clear leadership of the co-ordinator to create a suitable curriculum. The process of development is also driven by requests from pupils for the appropriate use of their skills in IT. Many subject schemes of work include appropriate use of IT such as investigating chemical reactions in science, researching World War 2 painters in art, word processing in French and German, and using a digital camera in Design and Technology. However, IT is not yet an integral part of all subjects. Clarification is needed on the purposes of subject lessons where IT could be used as a support for learning in the subject rather than the practice of computer skills.

175. Modern Foreign Languages

76. Since the previous inspection, excellent progress has been made in pupils' speaking skills. This is due to the excellent models heard in lessons and to the teachers' consistent use of the target language for classroom management and instructions. The ability to read in the target language is still an underdeveloped skill and many pupils still display little understanding of grammatical structures.
77. Attainment in Key Stage 3 is satisfactory. Pupils listen and respond well to the language heard and they can engage effectively in simple discussions. In a Year 7 German class, pupils were able to understand and respond to 90 per cent usage of the target language within their lesson. Pupils have good accents and intonation patterns. They show understanding of short texts and dialogues and they can write short phrases accurately. In a Year 8 German class pupils can use word processing packages to present their written text.
78. Attainment at the end of Key Stage 4 is unsatisfactory, particularly for the more able pupils. GCSE results in 1998 were well below national expectations in both languages. There has been an improvement since that time and the 1999 GCSE results in French are almost in line with expectations. German results remain below the national average. Pupils have the opportunity to listen and respond to the target language. They lack opportunities to read extended pieces of text and to produce longer pieces of writing themselves.
79. All pupils make satisfactory progress. In Key Stage 3 some are making good progress. They adapt and build on previous knowledge to progress their learning. Good progress was observed in Year 7 German and in Year 8 and 9 French classes, where pupils were able to

use and understand the target language in a widening range of contexts. Satisfactory progress is made across Key Stage 4. Pupils in a Year 11 French class can recall previous knowledge and adapt it to use in a new context.

80. Pupils' overall response to foreign languages is good. In Key Stage 3 pupils are well-motivated and show a genuine interest in their work. They concentrate well and communicate well with each other and their teachers. There is clearly a good rapport within all lessons. This was noted particularly in a Year 7 French class, which included physically disabled pupils to whom pupils showed great respect. The faculty's reward system is effective and motivates pupils to work towards the best comments for their work. Some pupils can work independently and use reference sources to help them with their language work. In Key Stage 4 response is satisfactory or good in most of the lessons observed. Most pupils are able to remain on task and are keen to succeed. In a Year 11 French class pupils readily volunteered answers during oral work. A few pupils are less interested in making progress and are often off task.
81. Under strong leadership, the overall quality of teaching is good in Key Stage 3 and satisfactory in Key Stage 4. Best practice is exemplified by clear objectives, brisk starts and conclusions to the lessons and sustained pace. All teachers use the target language to good effect and have a good command of both the languages they teach. Effective use is made of time and resources and pupils are generally well-managed. There is some evidence of tasks that match pupils' abilities but the more able pupils need to be stretched across both key stages. Homework is set and marked on a regular basis. There is a clear assessment policy in the faculty handbook but it is not clear how the faculty uses assessment to inform both short and long-term planning. This is an area that needs further consideration. The faculty handbook and scheme of work both need further development but teachers are aware of what is needed.
82. The faculty has sufficient resources for each pupil to have access to a textbook. Some books are out of date and their use is under review. Information communication technology resources are lacking, as is the necessary hardware. The faculty shares the use of a video and television. Overhead projectors are put to good and imaginative use by all teachers, as are other visual aids. Classroom displays are good. They celebrate pupils' work and promote the use of target languages.

182.

Music

83. There were no GCSE students in music in 1998; in 1999 the two pupils entered both attained grades A*-C. Attainment at the end of Key Stage 3 is below the national expectation; at the end of Key Stage 4 it is in line with the national expectation. Prior experience and expertise in music is weak; keyboard skills are minimal, composition experience is poor, listening skills are underdeveloped, and one Year 8 class had to go back into their primary school memories to identify a musical experience in school. In this context three very good listening experiences were observed: a Year 7 class listening to a range of styles to identify instruments and ensembles, a Year 8 class listening to a Nirvana track to analyse the nature of variations and a GCSE group using some recorded music to develop the necessary skills for a GCSE listening paper. In all cases the skill of the teacher in focusing the listening was a vital element. Only eight pupils receive instrumental tuition, all outside normal school hours. This system is to change from the beginning of the spring term 2000. Around 5 per cent of pupils take part in extra-curricular activities in music but this aspect is also growing.

84. Pupils' progress through Key Stage 3 is satisfactory; it is good through Key Stage 4. The poorest progress reflects the quality of teaching observed in some lessons in Key Stage 3. In the successful lessons, refinement and consolidation were effective and pupils made good progress in playing and listening skills. Pupils were learning to understand musical concepts, which, for most, represent a significant challenge. The inadequate resources in classroom percussion and IT inhibit full access to the curriculum for all pupils. The IT resourcing was also an issue at the last inspection; the other issue then, concerning inadequate time allocation in Key Stage 3, has been resolved.
85. Pupil response in Key Stage 3 is satisfactory; it is good in Key Stage 4. There is a strong willingness to co-operate. GCSE groups in Years 10 and 11 are of a healthy size. Pupils find focussed listening and concentration hard but these skills are improving. Behaviour is good, although some are still at the stage when they are exploring the possibilities of keyboards in a fairly unstructured way, and pupils support each other well. They co-operate and collaborate well, and respond positively to opportunities for independent learning.
86. The quality of teaching in Key Stage 3 is satisfactory overall but ranges from good to poor (in one lesson). Teaching in Key Stage 4 is good and often very good. In the best lessons, high expectations are balanced by a realism about existing standards and skills but resourced by well focussed teacher support. Planning is good, with good management linked to appropriate methods. Informal assessment is linked to teacher feedback. In the poorer lessons, none of this is true, although relationships are good in all lessons. The assessment scheme is appropriate, but does not yet include opportunities for pupils to assess their own and each other's work.
87. In order to develop further the department should address the issue of inadequate resourcing in tuned percussion and IT; devise strategies to spread the best practice in teaching; develop the curriculum to better match the needs of this school and to broaden access to music from a greater range of cultures and include opportunities for pupils to assess their own and each other's work.

187. **Physical Education**

88. Pupils' attainment in lessons is in line with, and in many cases better than, national expectations. In Key Stage 3, pupils learn a variety of new skills and activities including team games, gymnastics and swimming. They also take part in what for many are new sports such as badminton and trampolining. In Key Stage 4 pupils continue to extend their skills and some pupils also study for the GCSE. Results for 1999 show that 46% of pupils gained A*-C which is slightly below the national average but in line with their prior attainment. In theory lessons they learn about the functions of the major muscle groups and their purpose and discuss issues in the world of physical education such as the role of the media and the effects of sponsorship. In practical lessons pupils build upon previous skills resulting in a high standard of performance in all team sports and individual events. In non-GCSE lessons pupils continue to develop skills in a wide range of sports and activities.
89. Pupils make good progress throughout the school both in lessons and over time. It is notable that boys and girls make progress at equal rates, for instance in Key Stage 3 in swimming and gymnastics and in Key Stage 4 in badminton and team sports. Pupils with less obvious physical ability also make good progress, as do those with special educational needs.

90. The response of pupils is good in all year groups. They behave well and pay careful attention to instructions. In Key Stage 3 pupils are keen to make improvements, especially in gymnastics, for instance, where they work well individually or co-operate in groups and assist each other with their performance. In Key Stage 4 pupils are aware of the importance of practice and they persevere with activities to make the required improvements. They show respect for rules and have a well-developed sense of fair play; for example, in a senior pupils' football match where the referee's decisions are accepted immediately and without question.
91. The quality of teaching in almost all lessons is either good or very good and never less than satisfactory. Very good subject knowledge is a key feature in both key stages and in all games and activities. Teachers expect and achieve high standards of behaviour and performance and are also able to promote and maintain good relationships with their pupils. Planning is good and lessons include a suitable range of strategies. However, in some theory lessons activities do not always ensure that the full range of pupils' needs are met. Clear instructions are a feature of lessons. This benefits both very and less able pupils. Overall, teaching has a clear impact on the good progress made by pupils of all abilities. The department also makes good use of high quality external instruction in swimming and rugby league, which enhances the overall physical education programme.
92. The curriculum is appropriately broad, balanced and well constructed. There is suitable progression through the year groups and pupils are able to build upon previously learned skills. There is also a comprehensive programme of lunchtime and after-school activities as well as a full programme of inter-school games for both boys and girls. The department is developing good practice in the use of assessment, which helps staff to accurately measure pupils' progress and plan for future development.
93. The department is well managed and there is clear and effective leadership. The results of support and monitoring are evident in the successful development of the department's staff. There is a positive and successful ethos for learning, which is evident both in lessons and in other activities within the department.
94. Resources are of good quality, effectively managed and organised and sufficient to support pupils' learning in a wide and varied range of physical activities.

194. **Religious Education**

95. It is not possible to make comparisons with national standards of attainment at the end of Key Stage 4 as no pupils have been entered for GCSE in the last few years. A new short course GCSE has recently started in this key stage but accurate statements of the standards of attainment cannot be made as only two lessons were observed during the week of the inspection and there is a very limited amount of written work on which judgements can be based. Of the two lessons seen, however, the standards of attainment are generally in line with the standards outlined both in the Agreed Syllabus and the GCSE syllabus. The pupils have an adequate knowledge of some aspects of Christianity and they understand some of the symbolic significance of marriage in this religious tradition. They can discuss well and express personal opinions with some justification. Their extended writing skills are limited.
96. The standards of attainment in Key Stage 3 are in line with the standards outlined in the Agreed Syllabus in about 40 per cent of the work and well above it in the rest. In general, learning about religions is sound as most pupils can identify some of the principal beliefs,

practices, people, places and objects of Christianity, Islam, Judaism and Sikhism. Attainment in learning from religions is less distinct but where it is present and where it is combined with learning about religions, then attainment is well above average. Most pupils can understand and use religious terminology correctly and can explore the meaning of some religious texts and symbols. They can also see how religions have made and do make a difference to the lives of individuals and communities. A knowledge and understanding of Hinduism and Buddhism is less developed than it is of some of the other religions. Attainment in some of the skills and attitudes indicated in the Agreed Syllabus is not as strong as it should be but attainment in the general skills of writing, reading, verbal responses, collaborative work and paired work is good.

97. Progress in Key Stage 4, in the two lessons seen, was unsatisfactory. Gains in knowledge and understanding within lessons are limited and so the acquisition of new knowledge of the various ethical and social issues indicated in the examination syllabus, such as life and death, marriage and abortion, is of a very limited nature. Gains in knowledge and understanding over time are also unsatisfactory as very little written work is done during the lessons and consequently there is no real accumulation and consolidation of the work previously done. Progress in skills varies. Some progress is made in expressing opinions but it is usually restricted to a single point of view.
98. Progress in Key Stage 3 is satisfactory in about 40 per cent of the lessons and very good in the rest. Where progress is very good, there are clear gains in knowledge and understanding of the two main attainment targets set out in the Agreed Syllabus and this enables the pupils to increasingly build a coherent picture of individual religions and understand the historical links that sometimes exist between them. They also make positive progress in being able to use their knowledge and understanding to enhance their own spiritual and moral growth and to develop a positive attitude to other people and world views. Where progress is only satisfactory, development is more restricted to knowledge and understanding about religions and there is little appreciation or progress on the part of the pupils in seeing how what is being studied might have immediate relevance to their own immediate lives and experiences. Progress in general skills is good but progress is less distinct in the skills of reflecting, evaluating and responding to the variety of issues brought up by the Agreed Syllabus.
99. The progress of pupils with special educational needs is satisfactory, as the teachers are generally sensitive to their needs and plan work accordingly. The progress of higher attainers is not as rapid as it could be as there is very little work that is specifically matched to their needs and abilities. The progress of lower attainers is satisfactory. There is some evidence which suggests that the progress of girls is better than that of boys.
100. The response of the pupils in Key Stage 4 in the two lessons seen is unsatisfactory. Concentration in general is limited, particularly sustained concentration. Some pupils show an interest in their work but they are often distracted and disturbed by other members of the class. Behaviour in general is unsatisfactory and as a result very little work is produced. Very little written work, if any, is done by the pupils in these classes. At times, the relationships within these lessons are not as positive as they should be and sometimes the pupils are disrespectful of each other and of the teacher.
101. The response of the pupils in Key Stage 3 is satisfactory in about 40 per cent of the lessons and very good in the rest. Where the response is very good, the pupils show an interest in their work, concentrate well and are able to sustain this concentration. They are well behaved and respectful of the teacher, of each other and of their immediate environment.

They are keen to please and energetically participate in question and answer sessions, written work, pairs work and other work given them by the teacher. They also feel secure enough to give personal responses to many of the religious issues brought up by the lesson. Where the response is less than very good, the motivation is not so obvious and this largely reflects the uncertainty of the teachers in the subject matter being taught and the lack of briskness and clear direction to the lesson.

102. The teaching at Key Stage 4 was unsatisfactory in the two lessons seen. Lessons are well prepared and objectives are clear. Unsatisfactory control of the class, however, leads to little work being done and poor behaviour. The seating arrangement sometimes adds to the loss of concentration on the part of the pupils and encourages them to be distracted by others. The lack of clear structured outcomes in the form of some extended writing to the lessons also has the same effect, as does the lack of choice of response.
103. The teaching in Key Stage 3 is satisfactory in 40 per cent of the lessons and very good in the rest. Where the response is very good, the teaching has clear direction and there is a strong confidence in the subject matter. The lessons are well planned and there is a good range of objectives, including encouraging pupils to give personal responses to specifically religious issues. There is a good range of methodologies in these lessons, the pace is brisk and purposeful, there is a good use of time and discipline is positive. Expectations are high in lessons and the pupils clearly understand the objectives and purpose of the lesson. Where teaching is less than good, the subject knowledge is very much more limited and often restricted to learning about religions at the expense of learning from them. The pace is also slow and the lack of certainty in the subject matter means that the lessons have a much more restricted character to them and often the pupils ask questions that the teachers are unable to answer and so interest and participation is lost. Homework is regularly set in most lessons but there is a lack of work that is matched to individual needs that would enable pupils of all abilities to benefit from the lessons.
104. The department is well managed by a specialist teacher but a significant amount of his time is given over to teaching another subject. This, along with the teaching of religious education by six non-specialists means that the staffing situation is unsatisfactory and it is having an impact on the attainment and progress of the pupils. At the time of the last inspection there was no specialist in post and the subject was not timetabled, so there has been some progress since then. The Agreed Syllabus is being implemented in Key Stage 3 but the department's own schemes of work need to more explicitly reflect its content and the skills and attitudes detailed in it, particularly in encouraging reflection, personal responses to specifically religious issues and helping the pupils to see the immediate relevance of what they are studying. The religious content of the work in Year 7 needs to be strengthened, as does more input from Hinduism and Buddhism, as well as a clearer emphasis being given to Attainment Target 2 of the Agreed Syllabus. The requirements of the Agreed Syllabus are not being implemented in Key Stage 4 and so statutory requirements are still not being met. This was the case at the last inspection. Other issues from the last inspection have been addressed but the issue of matching work to pupils' needs, along with staffing and Key Stage 4 provision have not. The use of information technology is being implemented by the department. The department makes a significant input to the spiritual, moral, social and cultural provision in the school as well as to the standards of literacy, with the introduction and explanation of new words and phrases. The accommodation and resources are satisfactory but displays need to be more prominent.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. During the inspection a team of thirteen inspectors spent the equivalent of forty-nine inspection days gathering evidence in the school. During this time they observed 193 lessons or parts of lessons for a total of 143 hours. They also spent twenty hours scrutinising the work of pupils from across the ability range and five hours in discussion with those pupils. A discussion was also held with a group of pupils from ethnic minority communities. All assemblies and most registration groups were observed and more than fifty interviews were conducted with staff, parents and governors. Resources were checked and a full review of the school's documentation was carried out.
2. The registered inspector held a meeting for parents in order to gather their views about the school. This was attended by twenty-four parents. 347 parents responded to a questionnaire about their views on the quality of education provided by the school.

3. DATA AND INDICATORS

207. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 – Y11	893	46	267	126

Teachers and classes

Qualified teachers (Y7 – Y11)

Total number of qualified teachers (full-time equivalent)	53.64
Number of pupils per qualified teacher	16.65

Education support staff (Y7 – Y11)

Total number of education support staff	7
Total aggregate hours worked each week	202

Percentage of time teachers spend in contact with classes:	75%
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Average teaching group size:	KS3	23
	KS4	20

1. Financial data

Financial year:

1998/99

	£
Total Income	1882111
Total Expenditure	1876173
Expenditure per pupil	2176.53
Balance brought forward from previous year	-37005
Balance carried forward to next year	-31067

2. PARENTAL SURVEY

Number of questionnaires sent out:

893

Number of questionnaires returned:

347

Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	22	64	11	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	34	56	6	3	0
The school handles complaints from parents well	18	55	17	6	1
The school gives me a clear understanding of what is taught	16	65	14	3	1
The school keeps me well informed about my child(ren)'s progress	22	52	14	10	0
The school enables my child(ren) to achieve a good standard of work	20	67	10	1	0
The school encourages children to get involved in more than just their daily lessons	20	58	12	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	61	7	10	2
The school's values and attitudes have a positive effect on my child(ren)	20	58	18	3	1
The school achieves high standards of good behaviour	17	59	17	5	0
My child(ren) like(s) school	33	56	6	3	1

Other issues raised by parents

Parents expressed satisfaction with the positive ethos of the school and the range of extra-curricular activities. They expressed concern about the setting

and marking of homework, the limited number of subject consultation meetings, the lack of attainment grades on reports and isolated incidents of bullying.