

INSPECTION REPORT

The Marlborough School
Woodstock

LEA: Oxfordshire

Unique Reference Number: 123267

Inspection Number: 931456

Headteacher: Mr. E. McConnell

Reporting inspector: Mr. D. Pittman

Inspector No: 16976

Dates of inspection: 8th November – 12th November, 1999

Under OFSTED contract number: 708235

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
Type of control:	Voluntary Controlled
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
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Name of chair of governors:	Mr. Brian Paice
Date of previous inspection:	4 th May 1995

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S. Nolan	Mathematics	
V. Williams	Geography	Staffing
J. Bird	Physical Education	Equal opportunities
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MAIN FINDINGS

What the school does well

- Standards of attainment in art and GNVQ courses are significantly high.
- The social development of pupils is very good. Pupils show a mutual respect for each other and work well together.

- The school is well led by the Headteacher with principle and empathy.
- Cultural provision is very good this occurs in subjects as well as through extra-curricular activities.
- Teaching is good in a wide range of subjects.
- The curriculum provides many rich learning experiences through vocational education, sport and an innovative 'electives' programme.
- The school promotes a positive, open relationship with parents and the community.
- There is a strong, well-defined ethos, which is both supportive and harmonious. Behaviour is generally good.

• **Where the school has weaknesses**

- I. Attainment in the Sixth Form is below average.
- II. The statutory requirements for information and communication technology (ICT) are not met at Key Stage 4. The planning, co-ordination and assessment of ICT is unsatisfactory.
- III. In both mathematics and modern foreign languages teaching objectives are insufficiently matched to pupils' abilities.

On balance, the school has substantially more strengths than weaknesses. The governors' action plan will set out how these weaknesses are to be addressed. The plan will be sent to all parents or guardians of pupils at the school.

• **How the school has improved since the last inspection.**

The school has made continuous improvements since the last inspection in 1995, and has effectively tackled most of the issues raised. Standards of attainment have improved in science, music, geography, art and history. The introduction of target setting and the tracking of pupils' progress are beginning to help raise standards further. The proportion of good teaching has improved. In many subjects teaching strategies have become more varied and lessons are more interesting. Teaching and learning are now monitored well. Lines of communication and management responsibilities are clearer and managers are more accountable.

The overall balance in the curriculum has been improved. The statutory requirements for religious education are now met. The curriculum has been improved through the introduction of successful vocational courses such as GNVQ and by the breadth of the Post 16 provision. Accommodation and resources have been improved with a modern foreign languages suite, and specialist provision for music. The number of computers in the school has been significantly enhanced. Cultural provision in subjects and extra curricular activities are effectively co-ordinated, and well provided for. The support and guidance given to pupils has helped raise standards of behaviour.

School development planning clearly indicates procedures, staff responsibilities and resources for achieving these goals. Given the improvements in monitoring, the overall good quality of teaching and involvement of all staff, the school is well placed to meet its stated objectives, and to continue its development.

• **Standards in subjects**

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

Performance in:	Compared with all schools	Compared with similar schools	Key
		<i>Well above average</i>	<i>A</i>
		<i>Above average</i>	<i>A</i>
		<i>Above average</i>	<i>B</i>

Key Stage 3 Tests	B	C	<i>Average</i>	<i>C</i>
GCSE Examinations	C	C	<i>Below average</i>	<i>D</i>
A/AS – levels	E	N/A	<i>well below average</i>	<i>E</i>

Note: The normal comparitors for similar schools were judged to have limitations in the context of this school. Given the evidence of the school's intake and inspection information, the performance of the school is considered to be in line with an average comprehensive school.

Attainment of pupils when they enter the school is average. Overall attainment in the National Curriculum Tests at Key Stage 3 is well above average for English, above for science and in line with the national norm for mathematics. There are no significant differences between the attainment of boys and girls. In the GCSE examinations, the proportion of pupils gaining 5 or more A* to C grades and 5 or more A* to G grades is in line with national averages.

Attainment in the A-level examinations was well below average, with particularly poor performances in biology and business studies. This is partly due to a liberal 'open access' policy in the Sixth Form.

In lessons attainment at Key Stage 3 for most subjects, is in line with national expectations. It is above average in science and art but below average for design technology and information and communication technology. At Key Stage 4 a similar pattern exists, with most subjects being in line with national expectations. Attainment is good in science, history, geography and very good in art. Pupils' attainment is below average in business studies, and well below in information and communication technology. In Sixth Form lessons attainment is broadly average, being particularly good in art. Attainment is below average in science, modern languages and business studies.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Good	Art, Science	-
Years 10-11	Good	Art, history, geography	Business studies, Information and communication technology
Sixth form	Satisfactory	Art, music	Business studies
English	Satisfactory	-	-
Mathematics	Satisfactory	-	-

The quality of teaching has improved. It is satisfactory or better in 93% of lessons; this is an improvement on the last inspection. In over half the lessons seen, teaching was good or better, and of these, almost one in five was very good, with some excellent teaching. There is a small amount of unsatisfactory teaching in English and business studies.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good – both in lessons and around the school.
Attendance	Good – this is well monitored and in line with national averages.
Ethos*	Very good – The community atmosphere of the school encourages personal and social development. Staff and pupils work well together.

Leadership and management	Very good – The leadership of the Headteacher, governors and senior staff provide a clear direction to achieve the school's objectives.
Curriculum	Good provision – This is well balanced with a broad range of subjects including innovative GNVQ courses. Pupils enjoy, and are enthusiastic about, the opportunities offered in the 'electives' programme.
Pupils with Special Educational Needs	Good – Pupils are well supported with effective individual educational plans; these enable them to make sound progress in their courses.
Spiritual, moral, social and cultural development	Very good – A supportive environment helps to develop social and moral awareness; cultural opportunities are very good.
Staffing, resources and accommodation	Good – Staff have good subject knowledge and predominantly teach in their specialist areas. Improved accommodation promotes pupils' learning. Overall resources for learning are adequate.
Value for money	Good. Efficient use of resources, good quality teaching and good development of pupils' abilities.

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

The parents' views of the school

What most parents like about the school

- IV. The progress of children is well monitored, and annual reports give good information about achievements.
- V. They are well informed about all activities in the school.
- VI. Relationships are very good; there is mutual respect between staff and pupils. Particularly beneficial, in the development of understanding and tolerance, is the inclusion of the Ormerod pupils.
- VII. Good standards of behaviour.
- VIII. Active encouragement to be involved at whatever level they could make time for.

What some parents are not happy about

- IX. Sixth formers not 'stretched', similarly higher
- X. Some instances of unsatisfactory behaviour
- XI. Inconsistencies in the setting and monitoring of

The inspectors' judgements generally reflect parents' supportive views. The school does provide good information about the progress of pupils, and gives regular reviews of their attainment. The inclusion of pupils from the Ormerod School has a profound socialising effect upon the general ethos of the school, and promotes understanding and commitment amongst its pupils. Standards of behaviour are as reflected in the parents' comments, with small pockets of unsatisfactory behaviour in Key Stage 3. There is general agreement with the point about underachievement in the Sixth Form, and the need to challenge higher attaining pupils, particularly in modern foreign languages. The procedures for the monitoring of teaching have identified where the problems of control and management of pupils are in the school. The senior management have supported these staff in trying to resolve these matters of professional competence. Homework is monitored, but there are still some inconsistencies within the system.

KEY ISSUES FOR ACTION

To further raise the standard of work and the quality of learning, governors and senior staff should take the following action:

Improve standards of attainment in the sixth form by:

- XII. Reviewing the appropriateness of the curriculum for certain students. *(Paragraphs 48,144)*
- XIII. Establishing a more rigorous adherence to entry policy for examinations. *(Paragraphs 11,48,123,132,144,191,)*
- XIV. Continuing to monitor more closely the initial and subsequent progress of students through their courses. *(Paragraphs 11,48,123,132,144,191)*

Ensure provision of pupils' ICT entitlement by:

- XV. Raising standards of attainment at Key Stages 3 and 4. *(Paragraphs 15,16,181,182,183,184,)*
- XVI. Conducting a curriculum audit to establish the 'ICT needs' of departments. *(Paragraphs 23,40,157,166,188)*
- XVII. Evaluating and extending the provision. *(Paragraphs 19,87,103,137,166,181,188)*
- XVIII. Co-ordinating the assessment of ICT within subjects. *(Paragraphs 23,56,166)*

Develop effective learning strategies to enhance the learning of pupils to:

- XIX. Raise standards in mathematics of average attaining pupils. *(Paragraphs 56,122,123,128)*
- XX. Ensure that there is sufficient challenge in modern foreign languages to develop the potential of higher attaining pupils. *(Paragraphs 21,56,192)*

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan.

- XXI. Improve the quality of management and planning in business studies and achieve consistency in standards of attainment. *(Paragraphs 10,11,37,82,146,149)*
- XXII. Develop a numeracy policy relevant to the whole curriculum. *(Paragraph 45)*
- XXIII. Ensure that the control and measurement elements of design and technology are covered at Key Stage 3. *(Paragraphs 87,150,188)*
- XXIV. Improve resource provision related to:
- textbooks in music, geography and modern foreign languages. *(Paragraphs 97,167)*
 - a departmental base for business studies. *(Paragraph 94)*
 - technical support for art and design and technology. *(Paragraphs 89,143)*
- Continue to focus on the underachievement of boys, particularly in English. *(Paragraph 115)*
 - Ensure consistency between departments in the use of assessment data for target setting. *(Paragraphs 41,55,56,57,83,127,217)*
 - Produce a 'scheme of work' in music at Key Stage 4 and improve development planning. *(Paragraphs 36,80)*
 - Address the health and safety issues raised in the design and technology report. *(Paragraph 160)*

INTRODUCTION

Characteristics of the school

1. The Marlborough school is an average sized, mixed county comprehensive catering for 754 pupils aged from 11 to 18. It is situated in the largely middle class area of Woodstock although a large proportion of pupils is drawn from a variety of areas with less favourable socio-economic conditions. The school is popular and has a good reputation. However, as indicated at the last inspection, a large proportion of children from the immediate area attend independent schools. This has some impact on school entry and as a result the intake of pupils does not represent the range of ability that could normally be expected. The proportion of pupils eligible for free school meals (FSM) is well below the national average. The school is served by up to 20 contributory primary schools.
2. Housing is mixed between owner occupied homes with a proportion of local council homes. The number of pupils who come from homes where English is not the first language (1.6 %) is higher than in most schools.
3. Attainment on entry for most pupils this year is in line with the national average for children of this age; although, it was below average at the time of the last inspection. The changing proportions of 'out of catchment' pupils accounts for some variation in the range of ability from year to year.
4. There are 117 pupils (13.6%) on the register for special educational needs, mostly at the lower stages. This is in line with the national average. There are 17 pupils with statements of special educational needs (below the national average). The main categories of disability are emotional/behavioural and physical difficulties. The school has close links with Ormerod School in Headington; a special school for children with physical disabilities, which shares the site.
5. The school, as a matter of policy, inclines towards flexibility with regard to entry requirements for sixth form courses but is sharpening both its advice prior to entry and its monitoring and early warning systems to identify when an individual students progress is giving cause for concern. The developing vocational programme is extending choice enabling 6th Form courses to be more appropriate.
6. The school has identified the following as aims:
 - .To provide for children, in an educational context, the best possible experience of all that is good in human relationships.
 - .To use the atmosphere created by good relationships to develop the potential of all pupils by ensuring that they are equipped with the knowledge, skills, attitudes, qualifications and understanding that they need for further/higher education, employment and life.
 - .To initiate and encourage in pupils, teachers and parents a continuing respect for study, an unbiased view of the world of work, and a proper appreciation of the need to use leisure time to develop self and community

To achieve these aims the school has identified the following as priority areas for development:

- .Maintain the improved standards of behaviour
- .Continue the evaluation of teaching and learning
- .Promote sixth form consortium arrangements
- .Develop target setting within departments.

Key indicators

Attainment at Key Stage 3

Number of registered pupils in final year of Key Stage 3 for latest reporting year:	Year	Boys	Girls	Total
	1999	66	58	124

§ National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 5 or above	Boys	50	40	44
	Girls	54	39	38
	Total	104	79	82
Percentage at NC Level 5 or above	School	84 (70)	64 (60)	66 (55)
	National	63 (65)	62 (60)	55 (56)
Percentage at NC Level 6 or above	School	35 (32)	39 (38)	25 (28)
	National	28 (35)	38 (36)	23 (27)

§ Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	42	40	45
	Girls	50	47	46
	Total	92	87	91
Percentage at NC Level 5 or above	School	74 (78)	70 (85)	73 (80)
	National	64(62)	64(64)	60(62)
Percentage at NC Level 6 or above	School	36(41)	27(53)	32(48)
	National	31(31)	37(37)	28(31)

Attainment at Key Stage 4³

Number of 15 year olds on roll in January of the latest reporting year:	Year	Boys	Girls	Total
	1999	71	53	124

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	32	65	69
	Girls	31	47	53
	Total	63	112	122
Percentage achieving standard specified	School	51 (45)	90 (93)	98 (98)
	National	47.8 (44.6)	88.4 (89.8)	93.9 (95.2)

Number studying for approved vocational qualifications or units and percentage of <i>such pupils</i> who achieved all those they studied:	School	Number	% Success rate
	National	50	100
			N/A

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

Attainment in the Sixth Form⁴

Number of students aged 16, 17 and 18 who were entered for GCEA/AS examination in the latest reporting year:	Year	Male	Female	Total
	1999	23	30	53

Average A/AS points score	For candidates entered for 2 or more A-levels or equivalent	For candidates entered for fewer than 2 A levels or equivalent
---------------------------	-------------------------------------------------------------	----------------------------------------------------------------

per candidate	Male	Female	All	Male	Female	All
School	11. 4	12. 4	11. 2 (14. 0)	NIL	NIL	NIL (7. 5)
National	N/A	N/A	(17. 6)	N/A	N/A	(2. 8)

Number in final year of approved vocational qualifications and percentage of <i>such students</i> who achieved these qualifications:	School	Number	% Success rate
		N/A	N/A
	National		N/A

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	6.2
	Unauthorised	School	8.6
	Absence	National comparative data	0.5
			1.1

§

§

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Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Fixed period	Number
	Permanent	4
		1

§

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	19
	Satisfactory or better	93
	Less than satisfactory	7

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

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PART A: ASPECTS OF THE SCHOOL

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EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

§ **Attainment and progress**

1. National tests taken at the end of Key Stage 2 (Year 6) and other tests show that a high proportion of pupils start the school with average skills in literacy and numeracy.
2. The 1999 national tests, at the end of Key Stage 3, showed attainment in English, to be well above the national average. In science pupils' attainment was above average and in mathematics it was in line with the national figures. Higher attaining pupils achieve standards above the national average for all three core subjects. There has been a gradual improvement in results for the last three years. Inspection evidence indicates that pupils' performance at Year 9, is in line with similar comprehensive schools. Girls perform better than boys, but not to an extent which is significantly different from the national trend.
3. Attainment in 1999 GCSE examinations for those pupils obtaining five or more A* to C grades was above the national average. The girls performance was better than the boys. The standard of achievement for those pupils gaining five or more A* to G grades was in line with national figures. For this grade range boys' achievement was better than girls when compared with national averages. In recent years, the schools' results have remained reasonably static against the national trend of steadily improving average GCSE points scores. However, in the 1999 GCSE examinations the average points score has improved to become more in line with national results.
4. Overall performance improved in the 1999 GCSE examinations; The attainment of pupils in art and GNVQ art and design was well above the national average for these subjects. Attainment in mathematics, science, geography and history was above average; results in design and technology were in line with national averages. Examination performance was below average in English, modern foreign languages and business studies. Particularly significant were the high standards in art and GNVQ courses whilst in English there was a drop in standards.
5. Attainment in the 1999 GCE A-level examinations was well below national averages. The poor results in biology and business studies were a major factor in altering the pattern of achievement from the previous year. However, the trend over the last three years is one of a declining points score for candidates entered for 2 or more A-levels. Girls attained significantly better than boys; they achieved a larger proportion of higher A/B grades and a consistently better performance. Attainment in the GCSE resit examinations was well below average – only 3 candidates gained the target grade C out of an entry of thirty-one candidates. There was also a considerable variation in pass rates between subjects at A-level; 80% or better was achieved in English, French, mathematics, geography, economics, history, art, and design. However, only 55% or below was achieved in biology, chemistry, and business studies.
6. Attainment in English is in line with national averages at the end of Key Stages 3 and 4 and in the Sixth form. Standards of literacy across the curriculum are sound. Speaking and listening skills are effectively addressed in history and the GNVQ courses. There are good opportunities for discussion in religious education and art. Reading aloud is a feature of lessons and many pupils read fluently. Pupils write for a range of purposes, including diaries and reports, as in English, geography and science. Good examples of imaginative writing are evident in history and religious education. Overall standards of presentation and spelling in most subjects are good.
7. Pupils' attainment in mathematics is in line with national expectations for all key stages. Pupils make satisfactory use of numeracy in several subjects. Science provides a practical context for pupils to apply their number, algebraic and graphical skills. Data handling skills are used widely and well in history but less so in geography. In modern foreign languages pupils of lower attainment find difficulty with the 24- hour clock. Pupils use numerical skills in history through its work on the Stock Market and the Depression. Art strongly enhances pupils' spatial skills. The electives programme in Year 7 effectively promotes pupils' confidence in numeracy and Year 11 pupils show an increased financial awareness through the 'Year Book' project.

8. In science at the end of both Key Stages 3 and 4, pupils' attainment is above national expectations but is below average in the Sixth Form. At Key Stage 3 pupils show a good understanding of scientific investigations and accurately record results. They effectively transfer skills in literacy and numeracy to help improve their knowledge and understanding of science. At Key Stage 4, pupils can predict and evaluate successfully. Their investigative skills and use of scientific ideas are good. All pupils know that living things are made of cells that have specialised structures and functions. Higher attainers understand and explain more complex ideas such as the role of chromosomes. Sixth form students are building appropriate sets of notes and answering questions to the depth required.
9. At the end of Key Stage 3 pupils' attainment is above national averages in art. Attainment in all other subjects is in line with national expectations apart from design and technology and information technology where it is below. At the end of Key Stage 4, pupils' attainment is well above the national average in art and above it in history and geography. In all other subjects attainment is in line with national averages, apart from IT and business studies where it is below. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus. Sixth form students' attainment is in line with national expectations for most subjects apart from science and modern foreign languages where it is below and in business studies where attainment is well below the national average. Achievements in art are well above average.
10. Pupils' progress in lessons was good or better in almost half the lessons at all key stages. Overall progress is satisfactory and in line with expectations given the ability level of pupils on entry. In Key Stage 3 pupils' progress is good in art, history, science and physical education. In most other subjects progress is satisfactory apart from ICT where it is unsatisfactory. At Key Stage 4 progress is very good in physical education and art. It is good in science, history and geography. In all other subjects progress is satisfactory apart from business studies where it is unsatisfactory and in ICT where it is poor. In the Sixth form progress is predominately satisfactory in most subjects. It is good in English, history, music and physical education. Progress in art and GNVQ courses is very good.
11. Pupils, at all levels of attainment, make satisfactory progress in English, at Key Stages 3 and 4. Reading develops well from Year 7 as pupils use more complex texts. Through Key Stage 3 there is a clear improvement in pupils' ability to write descriptive stories and research ideas. At Key Stage 4 pupils' skills in summarising and scanning text continues to develop. In the Sixth form students are articulate and show increasing confidence in the presentation of ideas but need more evidence to back their views. Drama sessions within the English curriculum also enable pupils to express themselves well.
12. Most pupils make satisfactory progress in mathematics at all key stages. Through Key Stage 3 pupils develop confidence in using numeracy skills by applying basic concepts in data handling work. Pupils' computer skills improve through using LOGO software to investigate the properties of shapes. At Key Stage 4 pupils improve their algebraic and trigonometric skills but average attaining pupils make insufficient progress. In the sixth form A-level students develop appropriate skills in algebra and collecting statistical evidence.
13. In science pupils', at all ability levels, make good progress in Key Stages 3 and 4. At Key Stage 3 investigative skills are enhanced through experiments such as testing food colouring in Year 7. Pupils present their ideas well using appropriate written and numeracy skills. The complexity of investigative and experimental work develops further at Key Stage 4. Insufficient use is made of information and communication technology at both key stages. In the Sixth form progress is satisfactory.
14. In art and physical education progress is good at Key Stage 3 and improves even further at Key Stage 4. Pupils' skills in 2D and 3D art work develop significantly. Their work shows enthusiasm and interest. In physical education pupils substantially improve their learning skills and rules for specific sports. The extra-curricular sporting activities support the progress of large number of pupils involved. In history progress is good at Key Stages 3 and 4. Pupils improve their research skills and ways of presenting evidence. Progress in the Sixth Form is effectively sustained in all these subjects.

15. Progress in modern foreign languages, religious education and music is generally satisfactory at Key Stages 3 and 4. In languages, pupils' pronunciation and intonation gradually improve but they have too few opportunities to write or speak from memory. Higher attaining pupils make insufficient progress. In music, pupils improve their understanding of vocabulary and composition but need greater use of electronic keyboards. In religious education they show an increasing understanding of how religious beliefs are borne out in every-day life and clear signs of a developing awareness of other cultures. In the sixth form progress in languages is slow and most students do not make sufficient gains in grammatical accuracy. Progress is good in music and history where analytical work develops well.
16. In design and technology overall progress is unsatisfactory at Key Stage 3 but improves to become satisfactory in both Key Stage 4 and the sixth form. In their earlier years pupils do not make sufficient progress in relating different stages of the design process but there is good progress in food technology at Year 7. In the GNVQ course on manufacturing pupils develop an understanding of industrial processes.
17. Pupils' progress in information and communication technology, at Key Stage 3, is unsatisfactory and is poor at Key Stage 4. Pupils develop their word processing skills and ways of storing information but have insufficient experience of using ICT for controlling devices. In Key Stage 4 whilst there are 'pockets' of ICT experience in GNVQ courses on databases and spreadsheets including the use of the Internet in history, there is an absence of structure for the delivery of ICT. All pupils do not receive their ICT entitlement, which limits their progress.
18. Pupils with special educational needs make satisfactory progress in most subjects. At Key Stage 3 several pupils are withdrawn from mainstream lessons for short, 20-minute "booster" classes to improve their reading and spelling. Most make satisfactory progress in these classes but the work is insufficiently challenging for some. The effect of this withdrawal on their progress in other subjects needs to be carefully monitored. Pupils usually make good progress when support assistants help them in lessons but, at times, too much individual attention prevents them from interacting with their peers.
19. Overall, pupils' attainment has improved at Key Stages 3 and 4 and most are making better progress than at the time of the last inspection. These improvements are related to more effective monitoring systems and the target-setting practices introduced by the school.

25. **Attitudes, behaviour and personal development**

20. Pupils have good attitudes to work at both key stages and in the sixth form. Interest and concentration are well sustained in most lessons. Pupils generally listen well to their teachers. In a few lessons, especially in Year 9 and 10, a few pupils disrupt the learning of others. Pupils participate in class discussions when requested, but this is not always forthcoming, except in the sixth form, where participation in debates as part of general studies is good. At Key Stage 3 pupils show particular enjoyment for practical work, especially in science and music. Attitudes to learning are very good and often excellent in the lessons forming part of the 'elective programme.' Most pupils undertake their homework tasks responsibly.
21. Standards of behaviour are good. In lessons behaviour is mostly satisfactory and usually good. It is very good in physical education and in the majority of 'elective' lessons. Movement around the school is sensible and orderly. Pupils behave well in the dining room and those who take packed lunches eat them sensibly in classrooms. In assemblies behaviour is excellent, especially that seen for the Remembrance Day assembly, when pupils were quiet, reflective and respectful to the visitors from the British Legion. Pupils are polite to staff and visitors. They look after school equipment and resources well, and handle musical and scientific instruments with care. A few pupils are excluded for short periods each year for inappropriate, rude, or aggressive behaviour. The number of such incidents is well below average. Incidents of bullying or other forms of harassment, which do occur on occasion, are dealt with rapidly.

22. Relationships in the school are very good and often excellent. There is a good rapport between pupils in Key Stage 4 and in the sixth form. Pupils are generally helpful towards each other in physical education, where they demonstrate good collaborative skills when asked to solve a problem or work out ideas together. Some impressive collaborative work was seen in religious education, where genuine respect is shown for different cultures and beliefs. Teamwork is very good. Year 8 pupils were particularly successful in their project on "Promoting Health in Our Community", which was externally judged to be the best in the county. The group work needed to successfully participate in many of the 'elective sessions' provides an excellent awareness of citizenship. Relationships between pupils and teachers and other adults are very good. Pupils show respect for their teachers and respond well to kind but firm discipline. The strength of these relationships is shown in the consideration given to the pupils at the Ormerod Centre, who join in many lessons and activities. Pupils feel that the integration with the centre was one of the best things about the school as it helped them to understand the problems connected with disability.
23. Personal development of pupils is good. Pupils accept responsibility when it is offered but at Key Stage 3, and especially in Year 7, pupils feel that such opportunities are limited. Year 8 pupils enjoy the responsibility of spending a day at the reception desk, welcoming visitors to the school. Pupils learn to improve their personal study skills and begin to use their initiative as they progress up the school, particularly in the GNVQ subjects. They readily accept responsibility when it is offered, especially when working on team projects. A significant number of choices in the 'electives programme' have a strong emphasis on citizenship and community service. Various groups of pupils demonstrate a mature awareness of the skills and attributes needed to be successful in these activities. The conference organised by pupils in Year 11, and held at an outside venue for the whole year group, with keynote speakers and workshops, is a prime example.
24. Since the last inspection there has been good improvement in the standards of behaviour.

30. **Attendance**

25. Attendance and punctuality in the school are good. Pupils enjoy coming to school. The levels of attendance for the school are better than the national average and the rate of unauthorised absence is below the national average.
26. Punctuality is usually good, both in arriving in the morning and reporting to lessons during the day. A small minority of pupils arrive late for their lessons, especially for modern languages. Good standards of attendance and punctuality have been maintained since the last inspection,

32. **QUALITY OF EDUCATION PROVIDED**

32. **Teaching**

27. The quality of teaching has improved since the last inspection. Monitoring procedures have focussed closely on raising standards of teaching and learning. There is good teaching at all key stages. Teaching in almost one in five lessons is very good, with some excellent lessons. There is a limited amount of unsatisfactory teaching, predominantly at Key Stage 3, and no poor teaching. The unsatisfactory teaching occurs primarily in English and business studies. Overall, the high proportion of good teaching makes a significant contribution to pupils' progress and attainment.
28. Overall, teachers have a good knowledge and understanding of the subjects they teach. The depth of knowledge which specialist staff bring to their lessons in art and music, for example, sustains pupils' interest, and introduces them to new perspectives. In history and GNVQ courses teachers' knowledge and understanding are very good. In science, teachers use their secure knowledge to effectively question pupils, to help them understand and to make them think. In design and technology, questions are well directed to the individual pupils' level of attainment. In physical education and music, good understanding enables appropriate skills to be taught well, whilst in modern foreign languages, the skilful use of language helps pupils' understanding of the subject. At Key Stage 4, teachers' specialist knowledge are used well to help pupils recall, consolidate and recapitulate on previous learning. In history, high expectations on written tasks that demand imagination and empathy lead to effective learning. In most subjects questioning is challenging and effective in assessing pupils' levels of understanding. In geography ideas are communicated accurately, logically and relevantly. There is, however, some insecurity in relation to teachers' subject knowledge in drama.
29. Generally, teachers expect high standards of achievement and behaviour from pupils, particularly in physical education and art. When expectations are high, teachers challenge pupils effectively to extend their learning. In geography and GNVQ courses, lesson aims and objectives are clearly explained and pupils are set targets. This leads to efficient use of time in which lessons move at a quick, yet appropriate, pace and pupils remain focused on their tasks. In history and information and communication technology, pupils engage in supportive discussions. In science and geography, skills in note taking are effectively introduced at Key Stage 3. Pupils are expected to work hard and to take pride in their presentation of work, which they achieve with a good measure of success. In some lessons the range of activities does not extend higher-attaining pupils' learning or make sufficient demands, as for example, in modern foreign languages. Generally, pupils respond well to the high expectations and demands made upon them.
30. Since the last inspection, subject departments and individual teachers have improved the quality of documentation. Most departments have well-conceived schemes of work which are used effectively when planning lessons. However the music department does not have an adequate scheme of work at present. The GNVQ courses in health and social care, and leisure and tourism, produce working documentation of a high standard. Overall teachers' planning is satisfactory through the school. It is good in geography and science, although there are some weaknesses in planning, generally relating to insufficient matching of activities and groupings to meet the needs of pupils, as in English and business studies. In drama, activities are well structured and purposeful. This builds upon pupils' previous experience to develop understanding and skills.
31. Teaching methods and organisational strategies are good in most subjects at both key stages, being particularly good in art and GNVQ courses. In business studies, methods are unsatisfactory; there is insufficient variation in teaching styles to match the planned activities. Generally, however, teaching methods effectively address the different ways pupils learn. Teachers are beginning to share good practice, both within and across subject departments, as in the strategies that are being used to address the underachievement of boys, for example in art. Teachers in science use investigatory, experiential and exploratory methods to good advantage to sustain effective learning of pupils. Most teachers effectively use revision, repetition and review to promote pupils' learning.

32. Subject teachers are aware of the difficulties of pupils with special educational needs (SEN) and consider their needs in lessons. Teachers are particularly successful at meeting these needs in history, science, art and music. In geography, teachers often give work that is too demanding for these pupils and they cannot complete it in the available time. Learning support staff provide useful help for pupils who are referred by teachers to work in the learning resources support bases. They also help pupils with SEN to make progress in mainstream classes but their work could be even more effective if they were able to contribute more in the planning of lessons with teachers.
33. The management of pupils is good in most subjects. Teachers are usually helped in their classroom control by pupils' good behaviour and positive attitudes, apart from a minority of pupils in Year 9 and 10. Good relationships, characterised by humour and rapport are found in lessons such as history and physical education. Encouragement, support and co-operation are a feature of many lessons.
34. Teachers' use of time and resources is satisfactory. The pace in most lessons is realistic and sustains pupils' interest. In art and science, teachers use time effectively to maintain attention, and create momentum. The pace in some English lessons is inadequate and leads to disruptive behaviour. Limited resources are used imaginatively and successfully in history and religious education. Teachers are confident in the use of information technology in GNVQ courses, but there are insufficient applications in mathematics and geography. In music, resources are used to good advantage.
35. The procedures for using assessment are improving. Most teachers assess pupils' work as the lesson proceeds. Work is frequently marked with encouraging and challenging comments. Subjects, such as science give good feedback on how to improve. However, in modern foreign languages, in the sixth form, marking is too generous to be helpful, and insufficiently diagnostic. Most teachers keep appropriate records of their assessments, but there is a lack of consistency in mathematics. In physical education, skills are assessed within groups and feedback given immediately. Pupils are successfully helped to undertake self-evaluation in GNVQ courses. Assessment is used effectively to set targets and raise attainment.
36. Homework is set according to a school schedule and its use is regular and effective. Some subjects, for example, history, require students to carry out individual research and write essays. Science and geography assignments are set to extend learning in class.

42. **The curriculum and assessment**

37. Overall the breadth and balance of the curriculum is good at Key Stages 3 and 4 and very good in the sixth form. The school plans, monitors and evaluates its curriculum well. Documentation includes detailed annual curriculum reviews and well designed action plans within a two year development plan. There is good quality forward planning in place for post-16 developments in the year 2000. Governors are appropriately involved. The governors' curriculum working group is well informed and is linked effectively with individual subjects.
38. The curriculum successfully reflects the school's declared aim of raising pupils' self esteem. It is innovative in design as shown by the extensive electives programme. Pupils are actively involved in the evaluation of the programme. The general curriculum effectively provides for the introduction of key skills and teacher continuity in humanities subjects for Year 7. Pupils, parents and teachers collaborate in the setting procedures in mathematics in Year 8. The GNVQ programme provides an exceptional vocational dimension, producing courses of a high quality.
39. A policy for literacy across the curriculum is being developed as part of the school development plan. Recently, several departments have checked the readability of their teaching materials and have identified ways in which they can involve pupils in speaking and listening activities. In history, for example, more opportunities have been provided for improving oracy, including formal debates and courtroom role-plays. The school has not yet developed a numeracy policy nor has an audit of skills taken place across all departments. Plans are in place to

enhance numeracy through the 'Key Skills' initiative.

40. The curriculum satisfies statutory requirements in most subjects with the exception of ICT and the control and measurement aspects of design and technology at Key Stage 3. In physical education, there is a greater emphasis on games rather than dance and gymnastics. Music meets requirements, overall, but the attention given to composition is insufficient. At Key Stage 4 the curriculum meets statutory requirements apart from ICT where there is no system to ensure that all pupils receive their entitlement. Time allocations for core subjects are lower than average for similar schools but this does not have an impact on standards. The steady expansion of the GNVQ programme is a very positive feature in providing an appropriate curriculum. Although all pupils have access to these courses, very few boys choose health and social care and few girls choose manufacturing. The school is aware of this gender stereotyping and is actively seeking ways of remedying the situation.
41. Equality of access for pupils for all abilities is satisfactory at Key Stage 3, good at Key Stage 4 and very good in the sixth form. Pupil groupings are flexible and regularly reviewed. Overall continuity and progression from Key Stage 3 and within Key Stage 4 is good. The Woodstock Partnership, consisting of Marlborough School and its feeder primary schools, gives pupils an early understanding of their secondary school and fosters good links between Key Stages 2 and 3.
42. The post-16 curriculum provided for the sixth form has significant strengths. It offers a wide range of possibilities for students of varying aptitudes and learning needs, and meets statutory requirements. The two year programme of band one offers twenty A-level subjects which is good for a relatively small school. Most of the subjects are also available at AS-level and four are modular. Religious education is taught according to the local agreed syllabus within general studies. Vocational courses such as GNVQ advanced leisure and tourism, advanced art and design and health and social care provide good continuity and progression. Advanced full award GNVQ students also have a well planned compulsory key skills, City and Guilds, course in communications, information and the application of number. The GNVQ programme is managed flexibly so that Year 12 and 13 advanced and intermediate students can be efficiently co-taught to enable financially viable groups. Overall the sixth form is cost effective with numbers generating a surplus that benefits the rest of the school. A broad approach to students' entry policy appropriately reflects the overall aims of the school. However the outcomes of this policy have had an adverse effect on the profile of attainment in the sixth form when compared with similar schools. The recently improved monitoring of entry requirements needs to continue to ensure that students are studying appropriate courses.
43. Provision for personal, social, and health education (PSHE) is satisfactory at all stages and statutory requirements for health, sex and drugs education are met. Careers education and guidance is also satisfactory with effective provision of work experience.
44. The curriculum meets the requirements for pupils with special educational needs which are outlined in their statements and individual education plans. There is a good mix of extra help through small withdrawal groups during Key Stage 3, in-class support at Key Stages 3 and 4 and support staff in the learning resource bases. Several subjects provide appropriate alternative courses towards certificates of educational achievement which run alongside GCSE courses.
45. The electives programme is grounded in the basic curriculum to which it provides effective enrichment. In its 'Citizenship', 'Service In the Community' and 'Personal Leisure' modules it extends into the territory normally regarded as extra-curricular. The range is enormous and creates many good opportunities for pupils to take responsibility for major events such as the Year 11 conference or the production of the school yearbook. Although it is divided into Year 8/9 and Year 10/11 categories, some activities are open to all. For example, 'popular music and performance' where pupils work well collaboratively in mixed-age groups. Most activities last for one term and pupils are expected to choose a balanced programme from the three categories on offer. End of topic

evaluations incorporate the views of the pupils in the light of which activities may be modified or discontinued with new ones created. The programme is of good quality, well regarded by pupils and parents, and effectively realises the school's aims.

46. Extra-curricular provision is good and very good when seen in conjunction with the wide and varied programme of electives. In physical education upwards of fifty percent of pupils are involved in largely sporting activities. A growing number of good quality ensembles for rehearsal with regular opportunities for performance in and out of school are offered in music supported by activities provided by the county music service. A full range of well taught instrumental lessons is offered for which take-up is above average. There are regular music/drama productions. In science pupils have been successful in national competitions. The history, geography, and art departments organise regular visits and field trips. These activities successfully promote pupils' interest, knowledge and understanding.
47. The previous inspection report indicated that statutory requirements for collective worship and for the provision of religious education at Key Stage 4 and post-16 were not being met. This is no longer the case. It also required improvements to be made at Key Stage 3 to the provision of art and design technology. The carousel arrangement is no longer a problem for art. The previous report stated that provision for information and communications technology did not meet statutory requirements at Key Stage 4. This remains to be the case.
48. Overall there have been significant improvements to the curriculum since the previous inspection. This includes the steady expansion of the GNVQ programme, the introduction of physical education as a GCSE and A level course, the refinement of the electives programme, the introduction of key skills, and the extension of opportunities for pupils to take responsibility and participate in decision making within the school. The planning for future developments scrutinised during the inspection indicate that the school has good potential to improve the curriculum still further.
49. Assessment is satisfactory overall. The senior management is aware of how effective assessment can raise standards, and has a clear vision of how this should be achieved. The school has an effective strategy, based on guidelines from the Qualifications and Curriculum Authority. At present there is variation in practice across departments. The best is very good, and a model for development, but procedures are not fully effective in some subjects. In art, in all years in the school, and in GNVQ studies, in Key Stage 4 and the sixth form, teachers make very good use of all available information to form judgements of pupils' levels of attainment. Teachers share judgements with pupils so that they know how to improve. Assessment is also good in history and science. In both subjects teachers moderate pupils' work regularly to ensure consistency in marking and grading, and use results of external tests to identify pupils who need more support. In English, teachers are beginning to use National Curriculum levels to help pupils set targets for improvement, and an effective system is working well at Key Stage 4.
50. The way in which teachers assess work is at least satisfactory in most other subjects, and teachers are encouraging pupils to assess their own work and set targets for improvement. However, assessment is at an early stage of development and unsatisfactory in Key Stages 3 and 4 in modern foreign languages, physical education, ICT and mathematics. In physical education, although teachers co-ordinate evidence, assessments are based on subjective judgements that do not give a clear picture of pupils' progress over time. In modern foreign languages and mathematics, teachers are not consistent and some judgements are inaccurate. There is insufficient information collected about pupils' levels in ICT to form effective judgements about their progress. Assessment in the sixth form is thorough, closely matched to examination requirements and used regularly to help students to evaluate their own progress. An exception is modern foreign languages where work is sometimes graded too highly.
51. The use of assessment to guide pupils or adapt work is satisfactory in Key Stage 3 and good, overall, in Key Stage 4 and the sixth form. Departments and subject areas where assessment is well established make good use of information to plan changes to the way a subject is taught, to help pupils to set their own targets, and to identify pupils who need extra help, particularly in Year 11. For example, science teachers use information to identify pupils who need extra revision lessons, and to vary the curriculum for higher and lower attainers. In art, teachers have recently adopted different teaching strategies in Key Stage 4 and the sixth form, as a result of their assessment of pupils' progress. Assessment in GNVQ courses has a significant impact on the way courses are

taught and matched to pupils' progress. Most other subjects use assessment satisfactorily to identify pupils who could do better and help them set targets for improvement, but there is insufficient use of information from assessment in mathematics and modern languages. The lack of data about pupils' expertise and progress in information and communication technology means that modification to the curriculum for groups or individuals cannot be made in this area.

52. The school processes annual reviews and transition plans efficiently for pupils with statements of special educational needs. Close liaison with local primary schools ensures that the special educational needs of most pupils are identified before they arrive at school. This information is then clearly communicated to all teachers. An effective system for producing a range of appropriate targets for pupils on the SEN register is developing. Learning support staff write most of these but other teachers are beginning to set subject specific targets.
- 58.

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

53. Provision for the spiritual development of pupils is good. There is a full programme of assemblies in which pupils are involved on a regular basis. During the inspection, a spiritually moving and memorable Remembrance Day service took place. The assembly reflected the spirit of 'community' by involving all pupils, including those from the Ormerod school, local clergy and members of the British Legion. During form tutor time, pupils are encouraged to provide a thought for the day and these sessions are often used to good effect. There is a clear policy on Collective Worship and the provision for spiritual development, but this are not always reflected in departmental plans. Practice is good but the school needs to provide a clearer indication of how individual subjects are contributing in this respect. At present, spiritual matters are discussed fully in art, religious education, science, music and history.
54. The provision for moral education is very good. There is a clear code of conduct and the concept of the school as a moral community is stressed, both in the documentation and in practice. There is a strong emphasis on moral values and pupils clearly understand the difference between right and wrong. The equal opportunities policy is developed well and an equal opportunities group, which includes pupil representatives, meets regularly to monitor school practice. An appropriate commendation system is in place and there are clear policies on anti-bullying, drugs and sex education. Teachers provide good role models and sixth form students are active throughout the school supporting younger pupils in classes and in a pastoral capacity. Moral issues are discussed in geography, religious education, English and history, and in the sixth form, through a strong programme of general studies, which includes visiting speakers on subjects such as animal testing, euthanasia and abortion.
55. The social development of pupils is very good. The electives programme contributes effectively to this area of school life. The programme is evaluated extensively by staff and pupils, and it is impressive in its scope. Pupils are given a wide range of opportunities for developing their social skills through the electives, including the Schools Action project in conjunction with the Thames Valley Police, community placements in local primary schools and a variety of fundraising activities for charity. Pupils are provided with many opportunities to take responsibility within the school, including the formation of pupil panels to interview prospective staff. There is also a year and school council system and pupils are consulted by staff on a regular basis. In addition, there are numerous extracurricular activities involving sport and an impressive array of visits and residential courses to support the taught curriculum. There are extensive visits to museums and galleries in art, a German exchange in modern foreign languages and a wide range of fieldwork in history. In the classroom, opportunities for social development are well catered for in most subjects; for example, through group work in geography, science, art, English, music and modern foreign languages.
56. Provision for the cultural development of pupils is very good. The school has recently produced an impressive and comprehensive booklet illustrating the wide range of cultural activities undertaken by pupils and taken from a magazine published by staff and pupils. It is clear from this collection of articles and from inspection evidence that the school has successfully dealt with concerns in the previous report regarding the need for a better provision in cultural development. The preparation of pupils for life in a multicultural society is fostered well throughout the school and particularly in religious education, history and geography. The emphasis on multi-faith issues in art, encourages many pupils to work on projects celebrating different cultures.
57. Overall, the school has maintained and widened its strong emphasis on the spiritual, moral, social and cultural development of its pupils. There is a harmonious atmosphere within the school, built upon very good relationships between pupils, and between teachers and pupils. The school also continues to provide a caring and structured environment for the pupils of the Ormerod school. The impressive provision for spiritual, moral, social and cultural development is a considerable strength to Marlborough school.

63. Support, guidance and pupils' welfare

58. The overall provision for the support, guidance and welfare of pupils is good. Pupils and their needs are well

understood by members of staff, especially in art. Form tutors and other staff create a secure environment where pupils can express concerns, confident in the knowledge that issues are dealt with promptly.

59. Procedures for monitoring academic progress and personal development are generally good. Guidance through the process of twice-yearly subject reviews and individual target-setting is effective and helps raise standards. In English the procedures for monitoring progress are developing well and at Key Stage 3 regular assessment is linked to National Curriculum descriptors so that pupils understand exactly what they must do to improve their attainment. Pupils attend consultation evenings with their parents. Some students monitor their own performance in the planners. Form tutors maintain a personal folder for each pupil and monitor their commendations and behavioural incidents. They are responsible for drawing the information together from subject leaders to produce a useful summative report at the end of the year.
60. Effective guidance is given on many aspects of personal development, delivered through personal and social education, including sex education, drugs awareness, careers information, and general study and social skills. Outside agencies make good contributions to the process, including the careers advisory service and the school's police youth officer. Pupils also learn skills of social responsibility through some of the electives programme. Tutorial time is generally used effectively, to enable new pupils to settle into the school and benefit from the opportunities it offers, as well as helping pupils to develop and maintain good attitudes and personal skills as they mature.
61. Good procedures are in place for monitoring and promoting discipline and good behaviour. A behaviour policy has been completely reviewed since the last inspection. This was produced in consultation with pupils, governors, and parents. The revised commendation system and a positive emphasis on good behaviour are generally effective, especially amongst those with particular problems. Most staff use praise and sanctions consistently. Governors monitor standards of behaviour in school as well as senior management. A relevant and effective policy to deal with bullying has been established within the Woodstock partnership of schools. The school's police officer is a helpful support to the school's procedures when dealing with problems. Bullying is not tolerated in the school.
62. Appropriate procedures are in place to monitor and promote good attendance. Registration periods at the start of morning and afternoon sessions are efficient and registers are taken for each lesson. Effective use is made of the services of the educational social worker who visits weekly. Computerised data for attendance is produced regularly to assist tutors and senior staff in their monitoring role.
63. The school's promotion of pupils' well being, health and safety is good. Procedures to ensure the health and safety of all who work in the school are satisfactory. Governors and staff have been involved in the process of developing these procedures. Risk assessments have been undertaken but there are some issues needing attention of which the school is aware, including the repair of a leak above the pottery kiln and a need for appropriate signs and switches around machines in the design and technology department. Child protection procedures are well established and effective. Sixth form counselors are trained to help with younger pupils. They provide effective measures to counter bullying and other concerns which younger pupils bring to them. They have also helped to produce a survival guide in collaboration with Year 8 for this year's new pupils. The tutorial system provides a safe and secure environment for pupils, including those in need of guidance or support. Other teachers, senior managers and support staff reinforce their role.
64. Since the last inspection there have been significant improvements in the behaviour policy and in the consistent day to day handling of discipline problems. The good careers guidance is valued by the majority of parents and pupils in all year groups. All pupils in Year 11 undertake a one week work experience placement in the locality, although finding work experience placements remains difficult because of the nature of the area, with a limited number of suitable companies and competition from other schools. The school maintains strong links with a wide range of support services for pupils on the SEN register.

70. **Partnership with parents and the community**

65. The school has developed a very good partnership with parents and the community, which enhances pupils' learning and personal development. Parents provide positive support for the school, and appreciate the value that the school places on their involvement.
66. The quality of information provided to parents is good. A range of printed information is produced to ensure parents have plenty of advanced warning of events. The Marlborough News and statutory publications, such as the prospectus and governors' report, are well presented and written in a friendly and informative style. The twice yearly subject reviews, together with the annual summative statement, enable parents to know how their children are progressing at school, and form the basis for effective discussion between teachers, pupils and their parents. The parents of pupils on the special educational needs register are all informed about their children's needs. They are invited to regular progress reviews, which the majority attend.
67. Parental involvement in children's learning is good. The school is very open to comments and suggestions and parents report that there is a genuine willingness to accept their involvement. All parents and pupils signed an agreement at the start of the academic year to formally acknowledge the partnership. They are involved in the process of target-setting with their children. Parents contribute to the provision of quality extras through the fundraising efforts of the School Association, which recently provided funds to resources the Learning Support and Resource Bases. Parents readily attend meetings arranged for them, such as that for Year 9 option choices, and support exhibitions and performances put on by the school.
68. Very good links with the community enrich learning opportunities in most areas of the curriculum. Extensive links with relevant service providers and businesses have been developed to support those subjects available for study for GNVQ qualifications. In Leisure and Tourism links have been forged with local tourist attractions, including Blenheim Palace, football clubs, hotels and leisure centres. In Health and Social Care regular use is made of local schools, nurseries, hospitals and residential homes and manufacturing links have been established with manufacturers of cars, plastics and cakes. In art and design, links have been made with a local design company for student placements and exhibitions of students' work are held in the local town museum. An excellent display of Year 11's work on Masks was on display there at the time of the inspection. In addition all pupils in Year 11 undertake a one week work experience placement in the locality.
69. There are effective links with the primary schools to ease the transition of pupils into secondary schools. The Woodstock Partnership developed a common policy to deal with bullying and subject leaders meet to ensure there is continuity in the topics covered in class. A joint exhibition of artwork and associated workshops enabled an exciting interchange of ideas from all the schools involved. History work is supported by local studies and two pupils give freely of their own time to tend local war graves. The physical education department has good liaison with local sports clubs. Visiting speakers enrich learning, especially in religious education and in general studies for sixth form students, who are very receptive to different points of view on many subjects. PSHE and the programme of electives on Wednesdays promote community service and lead to many successful links between school and community which enable pupils to mature and develop a sense of citizenship.
70. Since the last inspection the school has maintained and extended the already strong partnership which has been established between parents and the community. Arrangements for parents to meet subject teachers are no longer a cause for complaint. The school continues its beneficial links with the Ormerod School, with outside agencies and with adults who use the facilities as part of the extensive adult education provided on the site. The link with the police has been enhanced by the appointment of the police youth officer who visits the school daily.

76.

76. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

76. Leadership and management

71. The headteacher provides very good leadership, with a clear vision of the way the school should develop. He has given a strong and positive lead to the objectives of developing and maintaining high standards of teaching and learning. Parents value the leadership given and are pleased with the quality of education provided and the supportive ethos that pervades all aspects of the school's work.
72. The headteacher and senior management team form a cohesive team. Their effective collaboration and teamwork is a strength of the school. This position has been validated by the recent confirmation of an 'Investors in People' award. Educational developments are supported by effective planning, such as the proposed collaboration for 6th Form provision, the systematic monitoring of teaching, the introduction of target-setting and the extension of GNVQ courses.
73. The governing body plays an effective role in over-seeing the development of the school and in ensuring that it makes efficient use of its financial and other resources. The Governing Body is fully involved in the setting of the budget in a period of financial restraint. An important principle in these decisions has been to protect the status of the current curriculum. Governors have actively been involved in monitoring the curriculum through regular review meetings with heads of department. They have recently improved upon the number of computers in the school, although this provision is still below the national average. Strategic planning is good as is shown through the proposed initiatives to combine the 6th form provision with another school. The commitment of the governors to the 'working groups' is an effective part of the productive working relationships within the school.
74. Heads of department are given wide responsibility for the management of their subjects and are expected to monitor teaching and plan their own budgets. Most subject leaders manage their areas well and plan effectively, involving their colleagues fully in discussions. However, not all heads of department ensure that assessment and recording meet the school's clear policy statements. There is particularly good practice in science, art and in the GNVQ programme, where leadership is very good. Planning is good in most subjects and is effectively integrated with the School Development Plan. However documentation in music is inadequate. The senior management team gives effective guidance to new staff particularly newly qualified teachers. The induction programme successfully helps in supporting individuals to acclimatise to the to the culture and work of the school.
75. The aims of the school are incorporated in the School Development Plan and are evident in much of its work. They provide a context where pupils can develop skills and attitudes to achieve personal success and feel valued. The positive ethos in the school is a result of the governors and senior managers' commitment to these aims. The culture of the school recognises the importance of gaining pupils' involvement and commitment. It provides opportunities for pupils to participate in decision making, for example, in the formation of the teaching groups in mathematics.
76. There is a systematic programme to monitor teaching by senior staff with an involvement from heads of departments. The process has been effective in raising the quality of teaching. The school has identified areas for improvement. This is a productive process for creating a climate for learning in most classes and has contributed to improved standards of teaching. Most departments have made good progress in developing their range of teaching and learning styles. However, this has not been sufficiently achieved in aspects of mathematics, English and particularly business studies.
77. The curriculum is effectively monitored through regular and frequent meetings between an assistant headteacher and a curriculum group involving departmental heads. This is a good arrangement for dealing with issues on the implementation of policy and making recommendations. The school uses value added information from the LEA to provide evidence of achievement and progress. The data is used well by the senior management team but is not

as yet used consistently by middle managers to improve standards of performance.

78. Provision for pupils with special educational needs is well managed. Planning and liaison with the head of the on-site special school is effective. The school's special educational needs policy meets all of the recommendations of the Code of Practice, although criteria for evaluating the success of the policy lack clarity. All staff accept their responsibilities to contribute to the provision of special educational needs. The governing body is closely involved in the formulation and management of the special needs policy through reports. Parents are fully informed about the special needs policy, practice and extent of pupils' individual progress.
79. The senior management has adopted an effective open door approach to enable it to attend to day-to-day educational matters or to provide guidance for teachers when the welfare of pupils is discussed. Years tutors co-ordinate the work of their colleagues well and deal efficiently with the transition into and out of the school. Good relationships and open communication between all staff assist the school's smooth running. The school fulfils all statutory requirements with regard to equal opportunities. It successfully translates the policy's desired outcomes into practical everyday behaviour for teachers and pupils. The management team sets very high standards in the way they deal with problems experienced by pupils and staff. All matters are dealt with in a manner that emphasises individuality and rigorously avoids stereotyping for both pupils and staff.
80. The school has responded well to the issues raised in the last inspection. The management structure has been reviewed and managers fully understand their responsibilities and accountabilities. These revisions have been successful in creating better communication and efficiency in the day to day running of the school. The implementation of planning decisions is better, for example in the development of the pattern of monitoring in teaching and departmental reviews. There has been a substantial review of the Key Stage 3 curriculum. This has led to improvements such as the 'Key Skills Elective' programme in Year 7. The school development plan is appropriately reviewed every three years. The plan has a clear structure which includes time-scales, areas of responsibility and evaluation criteria. It gives purpose to the work of the school and is an effective strategic document.
81. The school is not meeting its statutory requirements in the following areas:
- provision for ICT at Key Stage 4.
 - control and measurement in design and technology at Key Stage 3.

- **Staffing, accommodation and learning resources**

1. There is a sufficient number of teaching staff to meet the needs of the curriculum. Suitably qualified staff are available to teach all subjects of the National Curriculum. However, significant staff turnover in modern foreign languages and absence in business studies have had an adverse affect on the continuity of learning and the management of these subjects. There is a good gender balance within the teaching staff with women well represented at management levels. Vocational education staff are appropriately qualified and very effective. The SENCO is qualified and experienced and co-ordinates a purposeful support programme
2. The clerical and administration staff work well as an effective part of the school team and provide good support for the curriculum needs of staff. The quality of technical support staff is good in science and information and communication technology. Although, since the previous inspection some technician support has been provided in art and music, it is still insufficient in art. Technician provision is inadequate in design technology, and is particularly lacking in food technology.
3. A very well planned and effective programme operates for newly qualified teachers. Each newly qualified teacher

works closely with the school induction tutor, an assistant headteacher. A good programme of weekly review meetings is provided. Helpful support is given and familiarisation with whole school policies and systems

4. Procedures for staff appraisals have been reviewed and revised since the last inspection. The scheme, which has recently been introduced, has many good features. The process informs the professional development of staff and is formally monitored by senior management. The quality of these procedures has been recently validated by the school being awarded the 'Investors in People' kite-mark.
5. The school has a comprehensive staff development policy linked to the school development plan. A very good and effective whole school in-service training programme operates for all staff. There is satisfactory monitoring of the staff development programme. Some departments have begun to evaluate the effect of training courses on teaching and learning. In history, for example, in-service training on boys underachievement has led to a change to the Schools History Project GCSE course. Boys are targeted and special advice given which has resulted in significant value being added at Key Stage 4 where boys have outperformed girls in recent examinations.
6. Support and administrative staff have some opportunities for INSET and are incorporated in whole school and departmental INSET when appropriate. Job descriptions have been recently updated as part of the successful submission for the 'Investors in People' Award that acknowledges the emphasis given by the school to good quality staff relations, communications and training.
7. Accommodation is generally satisfactory. Specialist accommodation is mostly good, for example, in science, technology, art and drama. Improvements since the previous inspection include excellent new accommodation for modern languages and music. Most subjects have grouped accommodation, which facilitates sharing resources. A few lessons in modern languages and English are taught outside the subject area and business studies has no fixed base. Whilst not directly adversely affecting standards, teachers have the inconvenience of transporting equipment and materials, and in business studies there is nowhere to display material or work.
8. Many subjects enhance their area with good display, for example, in art, humanities and modern languages, but the sixth form area lacks interest. Outdoor sports facilities are good. The lack of a school hall is a major inconvenience and results in the single indoor physical education space being out of action for a considerable proportion of the summer term for use for public examinations and at times of school productions.
9. The school is well maintained and cleaned. Most of the school is accessible for wheelchairs. Facilities for the disabled are generally good. Several grassy areas within the school grounds provide pleasant areas for sitting. The pupils have enhanced inner courtyard areas by creating a Japanese garden and are in the process of creating a sensory garden.
10. Resources in most subjects are satisfactory. Books are generally suitable and meet basic needs although there is a shortage of appropriate non-fiction texts. There are inadequacies in the provision of texts to support courses at Key Stage 4 and in the sixth form for music, geography, physical education and modern foreign languages. The provision of equipment is satisfactory apart from audio-visual equipment in geography and a lack of instruments and good recording facilities in music. The local clergy are used as an additional resource in religious education. Sixth form students have gained unique insights from their interviews with Holocaust survivors.
11. The library is well used by pupils at breaks and lunchtimes. The provision makes a good contribution to pupils' learning. There is an adequate stock of books. Pupils use the library to do homework accessing computers for word processing or additional research. The qualified and very experienced librarian, appointed relatively recently, keeps in touch with subject departments through the newsletter.

98. **The efficiency of the school**

12. Financial planning is competent and efficient. The school development plan is effectively linked to budgetary decisions and financial commitments. The senior management team and governors' finance group work well together to manage the budget and monitor expenditure. Appropriate financial decisions have been made to reduce the deficit but current contingency funding is inevitably low. The school currently underwrites the resourcing requirements and curriculum needs for pupils attending lessons from the Ormerod School. The relationship is mutually beneficial and adds an important social dimension to the school. However, given the pressures on the budget, senior managers need to cost this provision in order to achieve an appropriate level of reimbursement.
13. The most recent audit report indicates good financial monitoring and control; the amendments required were attended to promptly. The auditors were satisfied that strategic planning to reduce the deficit is meeting LEA requirements. Overall staffing costs are in line with national averages. Funding for departments is allocated appropriately on the basis of a formula. These procedures are effective and ensure an equitable distribution of available funds. The overall budget for learning resources is just adequate. Departments use resources well to promote effective learning. The school efficiently monitors the use of funding for pupils with special educational needs and ensures that it is used appropriately.
14. The provision for information communication technology has been substantially improved as a result of careful financial planning. The overall budget for the staff development fund has been maintained despite financial pressures. It provides good opportunities for a detailed programme of training to take place. The staff development plan effectively identifies priorities for school improvement, middle management training and assessor training for the GNVQ programme.
15. The overall use of staffing resources is good. The deployment of a well qualified staff is generally appropriate for curriculum needs. However, there is insufficient specialist staff in religious education. Learning support staff are used well in classrooms to promote the development of pupils with special educational needs and those who have English as an additional language. Technical support staff are effectively used in science. Administrative staff are very efficient and make a good contribution to the smooth running of the school.
16. Time is used efficiently overall. The time allocation for design and technology has been supplemented by a 'curriculum merge' with art. The limited amount of time given to ICT at Key Stage 3 has a detrimental effect on progress in the subject.
17. The accommodation is well used and promotes effective learning, for example, in science, modern languages and GNVQ courses. The effective use of displays promotes a stimulating environment to help motivate pupils' learning. The school manages the use of accommodation well by planning class sizes and timetables to ensure access to suitable accommodation for all pupils with mobility problems. The staffing, accommodation and resources allocated to meeting the needs of students with special needs are all used efficiently. However, there are some weaknesses in accommodation. For example, the lack of a school hall presents significant problems in physical education and for examination purposes.
18. Effective procedures ensure good financial control. All spending is appropriately monitored and regular financial statements are available for senior staff and governors. Subject development plans are efficiently costed and relate well to the overall budgetary position of the school. The school monitors its expenditure very efficiently. The overall quality of financial control and efficiency has been maintained and improved since the last inspection. Appropriately qualified administrative staff have improved the monitoring of budgets.
19. Sixth form provision is efficient and achieves breadth, balance and good continuity and progression from Key Stage 4. It is cost effective in terms of teacher costs and generates a surplus to the benefit of the rest of the school.
20. Taking account of the good quality of education provided the resources available to the school, the improved

standards of teaching and the positive attitudes to learning and behaviour by the pupils; the school provides good value for money.

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PART B: CURRICULUM AREAS AND SUBJECTS

107. ENGLISH, MATHEMATICS AND SCIENCE

107. English

21. In 1999, pupils' attainment in National Curriculum tests at the end of Key Stage 3 was well above the national average and in line with the average for similar schools. This is a significant improvement upon previous years, when attainment was close to the national average. At Key Stage 4, the proportion of pupils attaining grades A*-C in English has fallen in the last two years. In 1999 attainment of these grades was below the national average, whereas in 1997 it was above average. The attainment of grades A*-C in English literature is close to the national average. In the sixth form the proportion of students attaining grades A or B at GCE 'A' level is also close to the national average. At both Key Stage 3 and Key Stage 4 the attainment of girls is higher than that of boys. This difference is greater than that found nationally and tends to widen as pupils move through the school.
22. At present, overall levels of attainment, observed in lessons towards the end of each key stage, are in line with national averages. Year 9 pupils listen carefully, as when following the script of *Twelfth Night* on an audio tape. Pupils speak confidently in one-to-one discussion but are more inhibited in whole class debate. By the end of Key Stage 4, speaking and listening skills are good. Pupils in a Year 11 class made confident formal presentations to the class about key themes in Arthur Miller's *A View from the Bridge*. Many were able to contribute to a discussion in which they offered different interpretations without the need for intervention from the teacher. Sixth form students listen carefully, giving each other time to explore and develop their own thoughts in class discussion.
23. Only a few pupils read widely by the end of Key Stage 3, as shown by the limited entries in their reading logs. Lower attaining pupils struggle to understand Shakespeare's language but they have a sound knowledge of the plot of *Romeo and Juliet* and *Twelfth Night*. High attaining pupils can make personal, analytical responses to literature, backing up their views about relationships between characters in Doris Lessing's *Through the Tunnel*.

Towards the end of Key Stage 4, reading for pleasure is still not commonplace, although some pupils write interesting book reviews about their personal reading. The ability of most pupils to refer to the text to show how characters develop in *Macbeth* and *A View from the Bridge* is a strength, but only higher attaining pupils can discuss the language and style of what they read with any confidence. This continues in the sixth form. Year 13 students readily identify themes in novels and plays but several found it difficult to explain how Bryson creates humour in *Notes from a Small Island*. However, some higher attaining students on the joint language and literature course produce good projects that analyse the effective use of language in different genres.

24. At the end of Key Stage 3 many pupils can write in a range of styles. They are particularly good at writing imaginative, descriptive stories. Most writing is neat, especially when it is re-drafted. By the end of Key Stage 4 nearly all pupils can write at length and narrative writing remains a strength. Many pupils make useful notes about set texts during lessons and for homework. They continue to draft and re-draft work but tend to focus only on spelling and punctuation rather than improving vocabulary and style. Students in the sixth form continue to write imaginatively. Most structure essays well but need to provide more evidence to back up their views at times.
25. Pupils' overall progress at both Key Stages 3 and 4 is satisfactory. Attainment in English on entry to Year 7 is average and remains so in most years. However, in some lessons progress is unsatisfactory because higher attaining pupils find work too easy and those with lower attainment, most of whom are boys, find it too difficult. In lessons, pupils make good progress with understanding texts when they are able to discuss in groups, but boys and girls nearly always work separately and do not share each other's ideas. Progress in the sixth form is good, especially as several students with lower GCSE grades follow the sixth form courses. Pupils with special educational needs make satisfactory progress, particularly when they receive help from learning support assistants and support teachers. Nearly all achieve GCSE passes at the end of Key Stage 4.
26. Pupils' response in lessons is usually positive. Behaviour is mostly good. However, some pupils in Years 9 and 10, especially boys, are not attentive and this affects their progress.
27. Teaching overall is satisfactory. It is good in about half of the lessons but in one fifth it is unsatisfactory. All teachers have a good knowledge of class texts, quoting readily from them and providing pupils with useful background information. They regularly set useful homework, both to help pupils prepare for future lessons and to complete class work. They mark work carefully, providing very good advice so that pupils know how they can improve. Some teachers manage classes well but, in lessons where teaching is unsatisfactory, they have difficulty in gaining pupils' attention. In these lessons they do not match activities and tasks sufficiently closely to pupils' different levels of attainment. They are aware of teaching methods for helping boys to make better progress but do not use them regularly. Teachers do not always make clear to pupils what they expect them to learn during the lesson and in some double lessons a lack of pace and urgency results in pupils making less progress than they should.
28. Standards of attainment at Key Stage 4, in particular for boys, have fallen since the previous inspection. The recently appointed head of English has identified some important areas for development, especially methods by which teachers can improve boys' attainment and meet the needs of all pupils in mixed attainment classes. However, further evaluation of the comparative progress of boys and girls is required, along with monitoring to ensure that the suggested teaching methods are implemented. Assessment data is now being used to identify underachieving pupils and more detailed schemes of work are being written.

Drama:

29. Pupils are taught drama by teachers from the English department for one lesson every two weeks at Key Stage 3. At Key Stage 4 pupils can choose to study drama towards GCSE.
30. Year 9 pupils devised a convincing scenario to investigate the results of bullying. They stayed in role well but many were self-conscious and lacked conviction in their acting.

31. At Key Stage 4 the proportion of pupils attaining levels A*-C was well below national averages in 1998 and 1999. In lessons, Year 11 pupils' skills of making and presenting drama are in line with the national average. One group portrayed a convincing dream sequence, which captured the interest of the rest of the class. However, their skills of evaluation are less well developed and they have difficulty in explaining why one group performs more effectively than another.
32. Progress over time at Key Stage 3 is slow because of the limited time allocated to drama. Most pupils who choose to study drama in Key Stage 4 therefore begin with low levels of attainment. However, in lessons, progress is good at both key stages, especially with presentation skills. This is helped by pupils' very positive response. At Key Stage 3 they follow instructions eagerly and ask questions readily. The Year 11 class took responsibility for running the lesson by themselves and watched each other's performances attentively.
33. Teachers manage drama classes effectively and plan lessons well but some lack knowledge about how to teach the subject. However, a newly appointed teacher with responsibility for drama has revised the schemes of work at Key Stage 3 and provided helpful guidance for non-specialist teachers, as recommended by the previous inspection.

Mathematics

34. Attainment in mathematics is close to the standards expected nationally. The attainment of pupils at the end of Key Stage 3 is in line with the national average at Level 5 and above as well as at Level 6 and above. Over the last three years results have remained close to the national average with a small increase in numbers at level 5 and above (70%) in 1998. Test results are in line with those of pupils in similar comprehensive schools. Pupils' attainment in the National Curriculum tests closely matches that observed in lessons. Teachers' assessments at the end of Key Stage 3 are not significantly different from the test results. There is no significant difference in the attainment of boys and girls over the last three years. Across all groups, data handling skills are good although pictorial representation of data is sometimes careless. Some higher attaining Year 7 pupils are able to use scatter graphs well, for example, in the 'Ourselves' project. Other pupils, however, struggle with the concept of 'scales on axes'. Across Key Stage 3 numeracy skills are improving for pupils of all attainment levels. By Year 9 algebraic skills are applied well by pupils of above average attainment in their investigational work. In Year 8, problem solving skills are applied well to the practical activity in the 'opposite corners' task.
35. Over time, the attainment of pupils at the end of Key Stage 4 is close to the national average. The number of pupils gaining grades A* to C in GCSE mathematics has risen to 51% in 1999, which is above the national average. The number of pupils achieving grades A* to G fluctuates above and below the national average over several years. In 1999, these results are in line with the national average. Attainment in lessons observed and work seen matches that of the examination results. By the end of Key Stage 4, high attaining pupils show good algebraic and trigonometric skills. They are able to apply these skills well to a variety of problems including areas under curves, bearings and inequalities. Pupils deal competently with angles in polygons, solving linear equations and simple trigonometry problems. Those pupils taking the foundation course at GCSE are competent in working with fractions, decimals and percentages and have improved their ability to work without a calculator. In 1999 there was no significant difference in the attainment of boys and girls.
36. Attainment in mathematics at the end of the 1999 A-level course was satisfactory with all students gaining a pass grade. The number of A-level candidates has been small. The work seen in both Year 12 and 13 is appropriate to the courses followed. The attainment of those students re-taking GCSE is unsatisfactory - only 15% of students entered gained a grade C. For those students retaking GCSE a more rigorous examination preparation is necessary.
37. On entry to the school, pupils' attainment in mathematics is broadly average. Most pupils of all levels of attainment make satisfactory progress at both Key Stages 3 and 4. However, for some groups of average attainment at both key stages, progress is slow. Some pupils, particularly at Key Stage 3, make better progress in lessons than that indicated by examination results. When this is so it is a result of individual teachers' higher

expectations, which have not yet had an impact on examination results. In a Year 9 lesson, a set of average pupils made very good progress in understanding angles of regular polygons through the teacher's carefully planned use of 'LOGO.' A Year 9 set, including pupils of above average attainment, also made very good progress in their work on calculating VAT as a result of the teacher's understanding of their prior learning. In Year 7 pupils made good progress in their awareness of shape and space through the carefully structured tasks on solids. Additional strategies are now in place, in some lessons, to foster pupils' progress in numeracy through the reinforcement of multiplication and division facts. In the Year 11 foundation course, the pace of the lessons and range of activities, enables pupils to increase their skills in finding percentages.

38. Pupils with special educational needs make satisfactory progress at both Key Stage 3 and Key Stage 4. However, there are few specific mathematical targets in the individual education plans. Where there is good planning between support staff and the mathematics teacher, progress is improved.
39. At each key stage, pupils' attitudes to learning are predominately good. Where teachers pace work well and encourage collaborative working, pupils are enthusiastic about their mathematics. For example, in a Year 9 lesson on probability the practical activities motivated a group with low concentration levels. A group of year 8 pupils showed their interest for an investigations problem by staying at the end of the lesson to discuss their findings. Behaviour is rarely less than satisfactory but a few pupils in both key stages act inappropriately. The majority of pupils listen courteously to each other and to their teachers. Students in both Years 12 and 13 show a serious commitment to their studies.
40. Teaching in mathematics is sound with some good features. All specialist teachers are appropriately qualified and show secure subject knowledge. Teachers have a clear understanding of pupils' common mistakes and misunderstandings in learning mathematics. Some good teaching uses information technology well to reinforce understanding, for example, in the Year 7 work on polygons and the database and spreadsheets. In a few lessons, however, although the content is satisfactorily planned, activities to enhance pupils' learning are sometimes restricted to mainly written work. Pupils' work is generally marked but the quality of marking and feedback to pupils is not consistent across the department and does not always promote pupils' progress. Assessment in some lessons does not sharply focus what each pupil has learned nor is assessment always well used to plan the subsequent work. This is partly a result of the inconsistent record keeping across the department. Most teachers manage pupils' behaviour well. However, there is insufficient discussion in lessons of mathematical ideas.
41. At the time of the last inspection GCSE results were at the national average. Since then results have fluctuated around the national average but have improved in the last year to above the national average. Skills in mental arithmetic have improved as have the variety of strategies used in teaching and learning. There are still issues to be fully addressed; particularly the acceptance of untidy work and the raising of achievement for the pupils of average attainment

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Science

42. The attainment of pupils in science at the end of Key Stage 3 is above the national average. Test results at the end of the key stage were above average in 1998 and 1999 and have risen over the past three years. Attainment is in line with the results expected on the basis of well established and standardised national tests that pupils take when they enter the school. Teachers' assessments in 1998 were more optimistic than test results, but assessments in 1999 were much closer to test results. Pupils' attainment in lessons is in line with test results. By the end of Key Stage 3 they have a sound basic knowledge of all aspects of the science programme of study and a good understanding of the processes of scientific investigation. This is an improvement since the previous inspection when attainment in the different areas of science was found to be variable. Pupils carry out investigations with care, applying their growing knowledge of fundamental ideas such as particle theory or characteristics of living things, and record their work accurately and neatly. They make careful observations and draw well reasoned conclusions. There is no significant difference in the attainment of boys and girls.

43. The overall attainment of pupils at the end of Key Stage 4 is above the national average. Direct comparisons of examination results are difficult because, in the past, about two fifths of pupils in Year 11 took a single award science or a combination of single and rural science. The number of pupils gaining grades A* to C in double science GCSE has been above average for the last two years, following below average results in 1997. The proportion gaining single award was well below average in 1998 but close to average in 1999. Overall, the proportion of pupils gaining grade A* to C in any science has been greater than the proportion of pupils taking double award science nationally for the last two years. Results are in line with levels predicted for pupils on the basis of earlier tests. The number of pupils achieving grades A* to G is above average.
44. Attainment in lessons is above average. By the end of Key Stage 4, pupils have a good understanding of the characteristics of chemical reactions and can express them in word and symbolic equations. Higher attainers use chemical formulae to calculate the composition of compounds correctly from the relative atomic masses of the constituents. Pupils apply their understanding of waves to explain the similarities and differences between sound and light, and use their knowledge of genetics to illustrate the difference between genetic and acquired variation. All pupils know that living things are made of cells that have specialised structures and functions. Higher attainers understand and explain more complex ideas such as the role of chromosomes with ease. There is no clear pattern to the difference in attainment of boys and girls. In 1998 boys did better than girls in the examinations; the following year girls did better than boys.
45. Attainment in the Sixth form is below the national average. Teaching groups are small and results vary widely from year to year. In 1999 the biology results were very poor, with only three of the twelve candidates passing, all with low grades. Physics and chemistry results were better, and there were some high grades, but pass rates and average point scores were well below average. The department has since raised the requirements for entry to A level courses and is assessing rigorously the work of students who start courses, to ensure that only those with a good chance of passing are allowed to continue.
46. Most pupils make good progress in Key Stages 3 and 4. Their knowledge of all three sciences develops well because teachers use lively contexts that enable pupils to understand and remember work. For example, Year 7 pupils learn to carry out chromatography tests with ink and then apply their skill to testing food colours in sweet coatings in a context of a "mystery story". This seizes their imaginations and leads to very careful practical work and enthusiastic discussion of the outcomes. Pupils in Year 11 are introduced to the idea of evolution by reading and talking about the Creation story in Genesis. Although all but Year 11 lessons are taught in mixed ability groupings, pupils of all levels of prior attainment make good progress because in most lessons teachers provide extension work for higher attainers and help sheets or simplified work for lower attainers. Pupils with special educational needs usually make good progress because teachers know what their difficulties are through their individual education plans, and provide the necessary support. Teaching is firmly rooted in practical work and most pupils with special needs handle this well.
47. Students in the current sixth form, particularly in Year 13, are working hard and making satisfactory progress. This is due to their own motivation, and also to the enthusiasm of the teachers, and the extra time teachers give students in both formal and informal sessions. Year 12 students are responding well to the extra demands made by A level study, and particularly in biology and chemistry, are building a useful set of notes and beginning to answer examination questions in the depth required. A few physics students are taking longer to settle and do not yet take the work seriously enough or make careful notes.
48. At all ages, pupils' attitudes to science are good, although a small minority of mainly of boys, are less enthusiastic. Teachers manage these pupils well and they rarely distract others. Relationships in science lessons are good, both between pupils, and between pupils and teachers. Pupils work well together on practical tasks, sharing responsibilities and discussing work sensibly. They often work with pupils from the neighbouring special school, including them in activities and valuing their contributions. They show initiative and work independently. Pupils' keenness is also seen in the high standard of written work at all ages and levels of attainment. They carry out research tasks with interest, write up reports carefully and take a pride in their work.
49. Teaching is at least satisfactory in all lessons, and was good or very good in about half the lessons observed.

During the inspection, more good and very good teaching was seen in Key Stage 3, but it is clear from discussions with pupils and scrutiny of their written work that teaching is good overall at both key stages, and in the sixth form. All teachers are good scientists with evident enthusiasm for their subjects, and there is a good balance between physicists, chemists and biologists. Lessons are well planned to use time effectively, even though single lessons are too short and double lessons are longer than necessary. Teachers often cover work in forty minutes that is given an hour in many schools. For example, in a Year 9 lesson on energy in reactions, pupils were able to measure temperature change in several reactions, decide whether the reaction took in or gave out energy, and had time to share their ideas as a whole class. This was achieved because the teacher insisted on a brisk pace and used well focused questioning to bring the lesson to an effective close. This good use of time is particularly important in Key Stage 4 because the time allowed for science is below average. Teachers are good at assessing pupils' progress through thorough marking or perceptive questioning, and use homework well to reinforce or extend work done in lessons.

50. The department is a well-led and effective team. Teachers respect each other and willingly share ideas and work. The department is well supported by experienced technicians. Schemes of work cover the curriculum well, but there is a need for them to specify where information and communication technology should be used, and risk assessments are too brief. There is an effective system for assessing pupils' work that makes good use of information from a number of sources, and is helping the department to raise standards; this has developed since the previous inspection. Improvement since the previous inspection is good and there is no evidence now of the underachievement of some groups of pupils noted then.

137. **OTHER SUBJECTS OR COURSES**

137. **ART**

51. As at the time of the last inspection, all pupils in the school took an art examination in Year 11 in 1998 and 1999. In 1998, the large numbers who entered for the GNVQ Part 1 qualification, gained over 90% A*-C GCSE equivalent results. The remainder who took GCSE that year were mainly lower attaining pupils, whose A*-C results, at 40%, were below the national average. Taken together, 1998's GCSE grades were above the national average. A similar pattern emerged in 1999, where all of GNVQ grades were A-C, while GCSE A*-C grades rose to 58%, around the national average for this type of school. Taken together, these 1999 results were much higher than the national average. The small numbers of sixth form students taking A level in recent years attained good results in 1998 and about average for higher grades in 1999.
52. The same carousel arrangements as described in 1994 still apply to pupils' art curriculum in Key Stage 3, but no longer has a detrimental effect on their attainment. By the end of Year 9, standards are often above, or well above average. Most pupils can paint and draw well, and can record accurately what they observe using a strong sense of proportion, scale and composition. They can remember and frequently apply to their own work, what they learn about other artists' styles. The current project in Year 9, based on ideas relating to water, shows most pupils with a very good level of understanding of two dimensional techniques and of their research. Pupils were applying their ideas to high levels of competence in different ways, for example to three dimensional work such as papier maché bowls, or to designs for repeat prints. Most work also shows good imaginative interpretation.

53. Pupils' attainment in Key Stage 4 is well above average which reflects the very high standards of previous years' GNVQ results, with the work of GCSE pupils often better than previous results might suggest. Eighty per cent of pupils still choose art at Key Stage 4. They bring a high level of technical skill and competence to their studies for either qualification. Little difference is evident between the high standards of pure art work in the two courses. Almost all pupils have very good, often excellently presented, imaginative sketchbooks which show impressive depth in their research into ideas and aspects such as colour or texture. These annotated books often include unusual visual ideas which pupils then use to generate personal, interpretative responses to ideas for GCSE. The design aspects of art are a strong feature of pupils' work throughout the key stages forming a useful basis for those who go through to sixth form GNVQ Advanced level. Attainment in the current sixth form varies, but is generally high or very high compared with the expectations for the 'AS' and 'A' levels and for the GNVQ course.
54. Pupils of all attainment levels, including those with special educational needs, make good progress through Key Stage 3. Their skills develop well, with boys particularly benefiting from the strong links with technology, and from the design focus in much of the work. This is not, however, at the expense of the creative aspects of art. Progress at Key Stage 4 and the sixth form is very good in both courses, and is sometimes excellent. Where pupils from the Ormerod Unit are incorporated into art classes, they too make good progress. Pupils' highly positive attitudes to their artwork, their enthusiasm and enjoyment in exploring ideas and being willing to experiment are a significant factor in the very good progress they make. Their discussions with teachers and with each other about their work frequently lead to modifications, which demonstrably develop and progress their work. Their successes in art, and having their paintings, prints and other work displayed around the school contribute significantly to pupils' self-esteem and self-development.
55. Teaching in art is very good overall, and is particularly effective at Key Stage 4 and in the sixth form. Specialist teachers are extremely knowledgeable about their subject, with very good understanding of the requirements of both vocational and GCSE/A level courses. Class management is mostly very good, with discipline kept well in often crowded rooms. Teachers' very good relationships with pupils, and their high expectations and enthusiasm for the subject, greatly enhance most pupils' progress in the subject. The best teaching forces a brisk pace in pupils' work, engages their interest in a variety of media and encourages wide experimentation. The rigour of skills development and research work is seldom lost in the atmosphere of enjoyment they create. Teaching is satisfactory where non-specialists from the design technology department are developing their own art teaching skills and bringing valuable technology expertise to pupils' experience.
56. The department has made a very good response to the last report, with almost all issues showing good levels of improvement. The department still needs the services of a suitably qualified technician.

143. **Business Studies / Economics**

57. Pupils took GCSE Business Studies in 1999 for the first time in recent years. The GCSE results for A*-C results, were well below the national average. The subject proved to be a very popular option, particularly for boys, who did better than girls in their results. Girls' attainment was poor compared with that nationally; boys' results were closer to national norms but still below expectations. In the GCE A- level examinations results dropped very significantly compared with the previous year. No students attained the higher grades and a significant number gained no grade at all. These results are very poor. The business studies results markedly depressed the points score profile of the school's 1999 sixth form results. Four students entered economics A-level in 1999, with one attaining grade B, about average but these results are not statistically significant.
58. Pupils' attainment in Key Stage 4 lessons observed shows a wide spread. The majority of pupils are boys and the underlying attainment represents the average range for boys. In most lessons attainment is average with written work showing appropriate understanding of the course work covered. Attainment is below average in the study of everyday social and political events such as the Chancellor's mini-budget, which occurred during the week of inspection. Few pupils understand the implications of tax changes, for the economy or businesses. In the sixth form, students show a similar range of attainment but more are below than above average in both business studies

and economics A-level groups.

59. Progress is often unsatisfactory at Key Stage 4. Very large classes adversely effect learning opportunities and the progress pupils make. Teachers have difficulty providing adequately for the wide range of attainment and for individuals' needs. The resource limitations, such as no established teaching base impact upon pupil progress at both Key Stage 4 and in the sixth form. Despite these obstacles, some pupils make satisfactory progress, reaching an appropriate level of understanding about business studies that they can apply effectively to the world outside school. Lessons where the teaching is unsatisfactory are too frequent and many higher and average attaining pupils fail to make the progress of which they are capable. In the sixth form although classes are smaller and some students make satisfactory progress, most could make better progress than they do.
60. Most pupils' behaviour is good. In some lessons pupils show sustained concentration for long periods of time when the teacher addresses them hardly at all. Pupils work purposefully in lessons and do homework diligently. Pupils' attitude to their business studies work is a significant factor in the progress they make, despite all the difficulties. Amongst these has been long-term staff absence, meaning that their lessons are covered by other teachers.
61. The quality of teaching is the most significant factor in the variability of pupils' standards and in the progress they make. In some cases, business studies' teaching is satisfactory or good. Here, teachers engage pupils in exploring topics of interest, providing examples beyond the course book to make learning relevant, and ensuring that pupils understand the significance of what they learn to the world outside school. In these lessons, teachers' relationships with pupils are good; lessons occur at a brisk pace and large classes are managed well. Useful one-to-one feedback enables pupils of all abilities to understand concepts better. Where it is unsatisfactory, teaching relies much too heavily on the course book, allowing pupils too much time to do exercises with no intervention. In these lessons there is insufficient individual feedback and explanations. The level of planning for individuals' needs, particularly those of the higher and average attaining pupils is weak.
62. The management of the department has failed to improve the issues raised in the last report, particularly those of the poor quality of teaching and low standards. An urgent improvement of these is still needed, as the department is currently inefficient, leading to poor outcomes and an unsatisfactory quality of experience for many pupils in the subject.

149. **Design and technology**

63. The attainment of pupils at the end of Key Stage 3 is below national expectations. By the end of Key Stage 3 pupils use information technology to produce good quality questionnaires to establish people's food preferences. Pupils are able to use simple hand tools to shape and join materials, but have too few opportunities to choose materials and processes themselves. Because of lack of resources, pupils are not able to develop their knowledge and understanding sufficiently in the areas of systems, mechanisms and electronics.
64. Attainment of pupils at the end of Key Stage 4 is in line with the national average. The percentage of pupils gaining grades A* to C in GCSE is slightly below the national average but has shown a significant improvement over the last two years. The percentage of pupils achieving grades A* to G is above the national average. By the end of Key Stage 4 pupils can use surveys of existing products as a basis for design work and carry out appropriate research into materials. They are able to model their proposals, prior to using resistant materials and produce good quality practical work. In food technology pupils are aware of groups of people who have special dietary requirements and take these into account when planning food products. Pupils are familiar with a formal drawing system and can use a range of sketching systems to express design ideas but the quality of work is restricted because of inadequate facilities in the graphics course. Higher attaining pupils produce good quality graphic products. There is no significant difference between the attainment of boys and girls in either key stage.

65. Pupils following the A-level course are able to employ a satisfactory range of graphic techniques when exploring design ideas and are familiar with considerations which must be made when designing. However, their background theoretical knowledge is insufficiently developed.

66. Pupils make inconsistent progress during Key Stage 3. In food technology, in Year 7 some pupils make good progress in the development of their understanding of cooker temperatures and refinement of skills using utensils, but the course organisation means that not all pupils have this experience. In Year 8, pupils make good progress with techniques such as tie and dye and use of the sewing machine. Pupils understanding of safe practice develops over time, for example, when using drilling machines with due regard to safety. Pupils make less progress with designing, for example, in resistant materials, they produce a range of ideas but make no statement about why they have chosen a particular one.
67. Pupils make satisfactory progress in Key Stage 4. Their understanding of commercial factors involved in food production increases steadily as a result of discussions and sharing of knowledge. In the vocational course pupils make satisfactory progress with their understanding of manufacturing processes, such as the difference between batch and mass production. Their work is supplemented by appropriate industrial visits. Pupils' practical skills develop, over time with evidence of an increasing range of materials being used. Lower attaining pupils meet course objectives at an appropriate level.
68. Pupils following the A-level course make satisfactory progress in relation to their abilities. They are able to disassemble objects as a basis for extending their knowledge about materials. Work from previous students indicate high attainment in designing and good quality innovative practical products.
69. Pupils with special educational needs make unsatisfactory progress. The range of work is not specially adapted to their needs. In some lessons the absence of special needs support in lessons has an adverse effect on pupils progress, for example in Year 10, when pupils with identified behaviour problems disrupted a lesson.
70. Most pupils have good attitudes to learning. The very good relationships between pupils and staff enable detailed discussions to take place. Pupils usually behave well, which contributes to the progress they make. They work well on individual projects, as in a Year 8 practical lesson using resistant materials. Pupils use initiative in collecting resource materials relevant to design projects, but lack of ICT resources restricts opportunities for further development of research skills.
71. In the majority of lessons teaching is satisfactory. In about one in four lessons teaching is good or very good. Teachers have good subject knowledge; this was evident in a Year 7 resistant materials lesson where appropriate teacher support helped individual pupils to make good progress. Questioning techniques are well used to reinforce pupils understanding. Homework tasks are effectively matched to topics being taught and improve standards. Teachers' comments in marking give appropriate advice to help pupils with their future work. There are some unsatisfactory lessons. In these lessons topics are ineffectively planned to enable pupils to make adequate progress with designing or making. For example, a resistant materials project in Year 9 did not take sufficient account of pupils' previous attainment.
72. The curriculum in Key Stage 3 is fragmented by the carousel arrangements. However, the school is attempting to resolve this matter with an innovative merging of activity between the two elements of design technology and art. To some extent this addresses the issue of time allocations, for the subject, which are below the national average. In the resistant materials units there is an undue stress on applied decoration at the expense of teaching the principles of product design. The Key Stage 4 curriculum is satisfactory, requiring all pupils to follow an approved examination course. There are beneficial industrial links for the vocational and A-level courses.
73. The department is well managed and development planning is satisfactory, but could benefit from a greater focus on budget targets. Existing teaching staff are appropriately qualified and deployed. Arrangements for technician support, including for food technology, are inadequate and place an undue burden on teaching staff. There is spacious and suitable accommodation for food technology. In the workshops there are various machines which do not have emergency switches and there is no designation of safe working areas around machines; this is unsatisfactory. Resistant materials are not safely stored, an issue highlighted in the previous report. The department does not fully comply with statutory requirements at Key Stage 3 because of the lack of resources for control, including computer-controlled machines, or kits for modelling .

Geography.

74. Most pupils attain levels, which are broadly in line with the nationally expected level by the end of Key Stage 3 and above the national average at the end of Key Stage 4. Recent GCSE A*-C grades results have been variable but have shown an overall improvement in 1999 where attainment is above the national average. Girls perform especially well against national norms. Pupils do well in geography when results are compared with those in the other subjects they study. However, results in the short GCSE course was significantly below the national level. The 1999 GCE A-level pass rate was in line with national norms but previous year's results were not so good.
75. By the end of Key Stage 3, pupils have a sound grounding in geographical skills, can use and interpret maps, and have a satisfactory understanding of global issues. They have a good knowledge of place but are weak in the plotting and presentation of statistical data. By the end of Key Stage 4, there is a clear advancement in pupils' geographical knowledge and understanding of physical and human processes. They apply skills well to the course work. In the sixth form students have a sound grasp of geographical concepts but they need to be more actively involved in the learning process. Pupils with special needs generally work well and produce work at least as well as expected for their attainment level. Useful knowledge and understanding is gained of social and cultural issues through studies of Bangladesh, Brazil and Japan.
76. Most students have made satisfactory progress by the end of Key Stage 3. There is a slow start in Year 7 where the pace of work is laboured and some tasks lack stimulus, for example, when using theoretical models rather than real case studies and local maps. In some classes pupils work rate and teacher expectations are low. However, the generally highly structured and focused teaching and more enquiry based learning, in many year 9, lessons ensures sound progress overall. Most students make good progress at Key Stage 4 where specialist teachers use challenging materials and tasks, and an impressive variety of teaching methods. Teacher expectations are high and most pupils are intent on producing a good standard of work. Overall, satisfactory progress is made in the sixth form but a few students do not.
77. The progress of pupils with special needs is satisfactory but often they need work tasks that more precisely meet their needs and can be completed in the time available. This would reduce the amount of incomplete work in their books. Pupils' performance is always carefully assessed but there is insufficient evaluation of their own work and target setting to sustain progress.
78. Pupils' attitudes to learning are generally positive and constructive in all key stages. Pupils work conscientiously and behaviour is always good and often very good. They are attentive in class and work quietly, often with real interest and enjoyment. They develop good relationships with their teachers, and there is good rapport in Key Stage 4 and the sixth form. Pupils relate very well to each other when working in groups. Individual response to questions is sound but few pupils contribute to discussion and this needs developing as a class activity. Pupils' attitude, behaviour and personal relationships have a positive effect on learning.
79. The standard of teaching is satisfactory or better in over nine out of ten lessons with over two thirds good or very good.. Teaching is predominantly good in all key stages with some very effective teaching at Key Stage 4. This has a major impact on learning and progress. Teachers are very committed and supportive, relate positively to pupils and manage them well. The best teaching has clear aims shared with pupils and tested at the end of lessons. These lessons involve detailed planning, dynamic and stimulating presentations which are delivered in a structured and focused way. They have good pace and challenge, using a range of teaching methods and are targeted towards the differing abilities within classes. When teaching is unsatisfactory it is due to the need for more rigour with significantly greater expectations. Where the pace of lessons is slow it results in noticeable underachievement. Generally, however, teaching would benefit from pupils having more opportunity for their own enquiry, more demanding written work at Key Stage 3, and teachers using more visual materials including reference to a standing world map. The fieldwork undertaken in the department greatly enriches studying and the best work is of good quality. However, more is needed, particularly in Key Stage 3 where pupils need experience at first hand of an environment outside the local area. Some progress has been made in developing information technology but there is now need of a coherent ICT skills programme linked directly to curricular themes across the key stages.

80. The department is well led and efficiently organised and managed. The weaknesses identified in teaching and conduct of pupils in the previous report have been rectified. There has been a marked improvement in monitoring of teaching and learning but now needs to be extended to include a full evaluation of the work of the department. The quality of assessment is good but marking of pupils' work is inconsistent at Key Stage 3 where there is often insufficient developmental comment on written work. At Key Stage 4 marking is very good but needs to be more closely related to GCSE grades. A wall display in one of the specialist subject rooms provides an outstanding model of how display can create a good learning environment. There are shortages in textbook resources, which limits progress in the sixth form. This is a good department, with a strong team spirit prevailing and has very good potential for further improvement.

History

81. The attainment of pupils in history at the end of Key Stage 3 is above the national average and has risen over the past three years. By the end of the key stage pupils can order and refer to events across time. By using the historian's skills of searching and interpreting an increasing range of primary and secondary evidence, they analyse the effects of political, religious and technological change from Medieval to modern times. They make moral judgements about the use of power and the importance of social responsibility. There is some underachievement by boys while the girls perform at a level well above the national average. Monitoring and reviewing of progress has resulted in target setting in order to improve boys' achievement.

82. The overall attainment of pupils at the end of Key Stage 4 is above the national average. The number of pupils gaining grades A*-C in GCSE is also above the national average and has risen in recent years. The number of pupils achieving grades A*-G is well above the national average. Attainment in lessons matches examination results. By the end of Key Stage 4 pupils write impressively and at length about the impact of beliefs, wars and scientific advances on the development of medicine and public health. They evaluate challenging texts by contemporary historians and balance conflicting, biased views to explain and comment on the behaviour of individuals, like Hitler, in the pursuit and maintenance of power, or of groups like the Civil Rights Movement in America in the struggle for human rights. As a result of target setting and monitoring, boys performed slightly better than girls in 1999, at levels above the national average and against national trends.

83. Attainment at sixth form level is satisfactory and improving. The group of students who took the A-level history examination was too small to make any significant judgement. Numbers in the present sixth form group have increased. Attainment in lessons is satisfactory and some pupils do better than expected as a result of individual target setting and special guidance. Students effectively scrutinise articles from current historical research, use scholarly material from historians respected in their particular field and collect background data from the Internet. They tease out hypotheses about the intricacies of power, anarchy and manipulation in church and state.

84. Pupils make good progress in Key Stage 3. Their knowledge of change and upheaval increases steadily because they scan and cross check several sources, organising material into a coherent picture. Their skills in interpreting events develop through well-planned practice in re-drafting information to address different audiences. Higher attaining pupils make good progress because they organise an increasing range of sources. Lower attaining pupils make good progress because sources are simpler and matched to their reading capability. For example in year 9 lessons pupils were acting as newspaper editors in Germany and England, scrutinising press releases for morale boosting information and excluding anything which might be useful to the enemy in preparing for the battle of the Somme.

85. Pupils make good progress in Key Stage 4. Their knowledge of the power of individuals and governments increases steadily because they take greater responsibility for planning and structuring investigations or extended essays. Their skills in using historical terminology and theories develop through comparing sources and reconciling discrepancies in evidence like case studies, statistics, letters and reformers' investigations, as in work leading to a study of the Oxford cholera outbreak of 1854. Higher attaining pupils make good progress because they keep the strands of a hypothesis in mind and summarise their views in conclusion. Lower attaining pupils

make good progress because they use specially structured guides and writing frames.

86. Students at sixth form level make good progress. Their studies of the rise and fall of leaders increases steadily as they read extensively in preparing material to present to the whole group. Their skills in reasoning through an argument develop as they respond to the questions of their peers and together attempt to produce a coherent response to a proposition like “Without Hitler there would have been no Holocaust”. Higher attaining students are very efficient note takers and find extra material of their own to make their files a reliable revision resource. Lower attaining pupils have assignments structured to match to their capabilities.
87. Pupils with special educational needs make satisfactory progress because there are texts appropriate to their needs, video prompt sheets, key word lists on display and activities like matching exercises, sequencing and sorting tasks. Specialist support is effective though not always available. Some Year 7 pupils do not have access to materials matched to their needs.
88. In all key stages there is a commitment to learning and an enthusiasm for work in pairs or groups which pupils organise amicably. Individuals are able to argue an alternative view without causing offence. They take notice of the teachers’ marking of their work and can explain how they have acted on advice.
89. Teaching in history is good overall. It is very good in half of lessons and only unsatisfactory, at times, in the early part of Key Stage 3, where there is non-specialist teaching. In the best lessons confident specialist knowledge and the ability to use modern parallels makes the subject come alive. Written tasks demand imagination, often empathy and allow for extra individuality. Teachers respect their pupils and are good role models of sensitivity. Where teaching is unsatisfactory, the pace is slow and tasks lack detailed planning. Expertise in information and communication technology is having an impact and is integral at Key Stage 3. ICT needs to be built in at Key Stage 4 so that the range of resources can be broadened and greater responsibility placed on all pupils in enquiry work.
90. Spiritual, moral, social and cultural development is a strength of the history curriculum through the variety of stimuli and the engagement of hearts as well as minds in exploring events which have resulted in suffering, poverty or persecution. Fieldwork puts pupils in touch with their own community and the year 9 visit to Verdun, Ypres and the Somme prompts emotional responses at many important levels.
91. The department’s response to the last report is good. Monitoring and reviewing have stimulated change, and pupils’ written work reflects literacy and oracy policies.

178.

Sociology

92. Attainment at sixth form level has improved over the past three years with all students gaining A*-E grades at A-level. Almost half gained the highest grade A* in 1999. Sociology provides an appropriate course for those choosing one of an increasing number of degree courses combining sociology with, for example, law, English, environmental studies, and languages.
93. Progress is good. Students confidently quote from a range of research studies to arrive at judgements about changes in society centring on deviancy, family structure, race, and education among other themes. Teaching is good, based on strong subject knowledge and high expectations. As an introduction to studies on social mobility, one year 12 group devised a piece of small scale research carried it out in Woodstock, and evaluated their methods and findings in one afternoon session. They were aware that interviewing people as part of practical work can touch on sensitive areas and that generalisations can exclude important data.

Information and communication technology

94. The attainment of pupils at the end of Key Stage 3 is below national expectations. By the end of the key stage pupils can use a program to list instructions to produce and modify a geometrical figure but they are unable to use computers to control external devices. Pupils are able to access electronically stored information using simple questions, but this is at a lower level than expected at this age. They can input information they have collected for a database and extract information from this. Pupils are able to mix text and graphics to produce materials for different audiences. Pupils can use appropriate programmes for measuring temperature when producing cooling curves in science. There is no significant difference between the attainment of boys and girls.
95. The overall attainment of pupils at the end of Key Stage 4 is well below national expectations. A basic skills course related to the work of departments is unsatisfactory and co-ordination is inadequate. There is some good use of ICT to support work in GNVQ courses. For example, pupils following a health and social care course can draft and redraft word-processed work. In food technology pupils use desk-top publishing facilities to produce questionnaires. In art pupils make good use of information technology to present their work. However, there is no evidence of work in of controlling systems. Generally, pupils knowledge and understanding of spreadsheets and databases is below age related expectations.
96. Overall, pupils make unsatisfactory progress in Key Stage 3. Pupils in Year 7 make adequate progress when searching for information on a database or developing word processing skills. They can mix text and graphics, for example, when producing leaflets for particular audiences. However, insufficient progress is made with the use of ICT for controlling and measuring. For most pupils progress is limited as course organisation does not take account of their prior attainment.
97. Pupils' progress in Key Stage 4 is poor. There is no system for ensuring that all pupils receive their entitlement. Some make good use of word processing to fulfil course requirements in other subjects but this work is at low level in terms of information technology. In history pupils are able to use a database and the Internet to find information on a topic dealing with World War One, but some pupils on the GNVQ manufacturing course were unsure of the differences between a database and a spreadsheet. In German pupils employ desk-top publishing skills to produce an identity card.
98. Generally pupils with special educational needs make unsatisfactory progress. However, when given appropriate individual support, progress can be satisfactory, although there are no lesson materials specifically adapted to their needs. The facilities in the 'Successmaker' base are being increasingly used, for word processing and data base searches. Pupils in the sixth form make good use of information technology to support work in the GNVQ courses.
99. Most pupils show a real interest in the subject and concentrate well on their work. They co-operate effectively, helping each other with computer applications. The good relationships between pupils and with staff have a positive effect on learning. In a Year 7 lesson the interaction between pupils, the class teacher and support staff enabled learning to take place and good progress to be made.
100. Teaching in the majority of lessons is satisfactory. Teachers have good subject knowledge and use questioning effectively. For example, in Year 11, this approach helped pupils to build upon their previous experience. Some ICT lessons have a good mix of teacher led and individual activities. This was shown in a maths lesson using a control program in Year 9. The efficient deployment of support staff helps individual pupils make progress. In unsatisfactory lessons poor planning of activities inhibits pupils' learning as for example, when pupils in Year 8 had to produce a drawing from memory with no guidelines as to how to proceed. Insufficient account is taken of pupils' different levels of attainment in lesson planning.
101. The curriculum in Key Stage 3 does not fulfil requirements for data capture and control at appropriate levels. It does give adequate coverage of word processing and databases although the standard of work is sometimes too low. The limited curriculum time allocation has a negative impact on the progress pupils make, particularly in Years 8 and 9. At Key Stage 4 statutory requirements are not met and monitoring of information technology across the curriculum is unsatisfactory. The facilities are well-used on a pre-booking basis by a range

of departments. Pupils' understanding of ICT is effectively supplemented by work in the 'electives programme'. A network has been established which gives good personal access to pupils and opportunities to use the Internet link. However, in many respects the management and co-ordination of the department is unsatisfactory and insufficient progress has been made since the last inspection.

188. **Modern foreign languages**

102. In 1999, at the end of Year 9, teachers assessed fifty-six per cent of boys and seventy-five per cent of girls at or better than the expected level nationally. These figures are broadly in line with national figures, but the proportions reaching the higher levels are well below. By Year 9 in both French and German the higher attaining pupils are only reaching average standards in most classes. Their understanding is at the expected level for their age but they are not composing enough spoken or written work, or using expected structures confidently from memory. Across the ability range, many lack oral confidence. Occasionally, even the most able in the group are not achieving national expectations. Lower attaining pupils rely too heavily on English explanations in oral and written work. Underachievement of the highest attainers is a result of insufficient challenge in mixed ability groups. Girls attain better than boys in lessons.

103. The proportion of pupils graded A* to C in 1999 GCSE examinations dropped to below the national average in French and well below in German, although the proportion of the highest grades in German increased. All pupils achieved an examination grade, which is better than the national average. In the previous year, French and German results were broadly in line with national averages for grades A*-C and A*-G and broadly average for the school. Girls outperform boys, which is in line with the national trend, but in 1999 the boys' French results were quite close to those of the girls. By Year 11, standards in lessons and written work are average. Several of the highest attainers understand well, speak and write using a good range of vocabulary and structures. In French and German, many pupils across the ability range struggle with adjectival agreements and in German with cases and accurate use of capital letters. These errors prevent their work reaching high standards. Most pupils understand and can use basic phrases.

104. Results at A-level in both French and German have been below average over the last three years, with only one grade B. Some students have been ungraded in all years. Standards in work and class reflect previous performance. In Year 13 both in German and French most of the students are below or well below average standards for the course. They understand general conversation and questions quite well but lack confidence in using sufficiently advanced vocabulary and structures when speaking. The written work of most contains too many basic errors of agreement, word order and the use of capital letters. In German, they read topical and literary texts of appropriate level but need considerable support to understand them.

105. Most average and below average attainers, and pupils with special educational needs, make satisfactory progress throughout Key Stage 3. The progress of most higher attaining pupils is unsatisfactory because the pace of learning is too slow; they have too few opportunities to speak or write from memory. Pupils make progress in learning and practising vocabulary and phrases in individual lessons, but they are not always committed accurately to memory, which reduces progress over time

106. Progress in Key Stage 4 is mostly satisfactory, pupils make gains in vocabulary and use of tenses and structures, but many continue to rely heavily on written prompts. Progress on the short GCSE German course is unsatisfactory; pupils have spent too many lessons on a task involving spelling and personal description and still lack confidence and accuracy. Progress in both key stages is reduced by the need for pupils to spend lesson time copying vocabulary and phrases, as the department has just sufficient textbooks and cannot allow pupils to take them home.

107. Progress in the sixth form is slow. Several start the course from a modest base and, despite learning considerable new vocabulary and phrases through reading and discussing texts, most make insufficient gains in grammatical accuracy to meet the level of the course.

108. Behaviour and attitudes are mostly good. Pupils settle quickly to their work, work sensibly and collaboratively in pair work. Most willingly use the foreign language and a few use dictionaries spontaneously and effectively. In younger groups, pupils enjoy singing work and games. In a few classes, mostly in Year 9, an under-current of chatting or the disruptive behaviour of a handful of boys slows the learning of the whole class.

109. Teaching is satisfactory overall. Good teaching occurs in about one out of ten lessons with a similar proportion attributed to unsatisfactory lessons. In the last inspection, teaching of languages was judged to be generally good. The teachers are good or competent linguists and use the foreign language extensively, although some unnecessary English and translation is used in some classes, for example in the preparation of role play or writing activities. Teachers prepare lessons carefully with a range of well-sequenced tasks to help pupils to understand new language. Most teachers can effectively teach both French and German. There are careful correction of spoken errors and the establishment by several teachers of good routines. For example, they train pupils to make spontaneous responses in the foreign language as from Year 7, to give the date and weather every lesson, and they use roll call to revise vocabulary. Some very good topical worksheets use material from the Internet to arouse interest. The major weakness in Key Stage 3 is the lack of challenge of the most able in mixed ability classes. Teachers almost always prepare the same tasks for pupils of the full ability range. They often adapt their questioning to pupils' ability and generally cater well for lower attainers, but do not sufficiently extend the most able into using more ambitious language from memory or to composing their own sentences. Marking is mostly accurate with encouraging comment and occasionally sets targets for improvement. Remarks and grades are often over-generous on some GCSE and A-level work. The department needs to find ways of praising effort which do not mislead pupils about the standard of their work.

110. The curriculum offers considerable enrichment as almost all pupils study both French and German throughout Key Stage 3. Relatively few, however, continue with two languages in Key Stage 4. Students are accepted on A-level courses with a range of attainment, and the course is inappropriate for some. In most years students drop out or are ungraded at the end of the course. The department urgently needs to fulfil its planned aim of finding alternative post-16 courses for such students. The modular GCSE courses require records that demonstrate how pupils progress, but there is no central record in Key Stage 3 to monitor progress although one is planned. Accommodation is good and rooms are well equipped. Few opportunities are offered for extended reading. A well-established German exchange and visits to France add linguistic and cultural enhancement. A strength of the management of the department is considerable lesson observation with good linkage to the provision of appropriate training and the distribution of departmental responsibilities. Good relationships and support across teachers are evident.

111. The major improvement since the last inspection is the provision of good, new, specialist accommodation. Standards and the administration of the department have suffered from the disruption of significant staff changes and the general quality of teaching as diminished. The school is making every effort to achieve greater stability and improve standards in these areas.

198. **Music**

112. At the end of Key Stage 3 attainment is in line with the national average, despite widely variable attainment at Key Stage 2. The teacher assessment figures for 1999 judged that eighty-five per cent of pupils were meeting or exceeding national expectations. Inspection evidence indicates that this figure was an overestimate and is unlikely to be justified for the current Year 9. For example, composition is not developed as effectively as performance or listening and appraisal. By the end of Key Stage 3 pupils have a good understanding of the basics of notation and musical vocabulary. They develop good singing skills from the start of Year 7 where the whole year group benefits from the experience of rehearsing for and being part of a public performance. Keyboard skills are relatively well developed as are listening skills. Pupils have begun to learn how to follow a score. Oral appraisal is sound and pupils speak coherently in discussion. There is a need for more opportunities for a reflective written appraisal of recorded and pupil created music. Pupils can compose rounds and write songs with some inventiveness but there is insufficient development of their own musical ideas, refining of their work, and using recording equipment. There is a tendency for girls to attain more highly than boys.

113. At the end of Key Stage 4 attainment is in line with national averages. Although GCSE groups are small, individual pupil grades have been broadly comparable with their grades in other subjects. Where pupils have exceptional musical ability the music grade has often been significantly higher. Lesson observation in Years 10 and 11 and scrutiny of written and recorded work indicates attainment in line with national expectations. There

are good examples of imaginative composition and both individual and ensemble performance to a high standard. There is scope for improvement in pupils' understanding of music from other cultures in preparation for the world music aspects of the GCSE listening paper and for more extensive written commentaries to accompany GCSE composition coursework. Pupils make effective use of computers in word processing, research, and composition.

114. There have been no A-level entries for the last two years. In 1996 and 1997 a range of grades from B to E were achieved with no failures. Individual candidates attained grades commensurate with their grades in other subjects, with music being the only successful subject for one candidate. This indicates attainment is in line with potential and a sensible entry policy. Lesson observation in Year 13 indicates that all students are realistic candidates for either A or AS examinations. Historical and analytical work is sound and some exceptionally good performances were heard. In Year 12 the A-level music technology course, run jointly with a neighbouring school, has made a successful start with the attainment of Marlborough students being at least satisfactory.
115. Pupils make satisfactory, and many make good, progress in Key Stage 3. For example in Year 7 all pupils including those with special educational needs make rapid progress in their understanding of the importance of posture, breathing, and attention to dynamics in singing. In Year 8 there is good progress in the development of keyboard skills. In Year 9 the use of well designed teaching materials enables all pupils to make progress in following individual parts in a score in the 'Oh Sinner Man' unit while effective differentiation provides full challenge to the those with higher levels of prior attainment. Pupils from the Ormerod Unit, with severe disabilities, participate well in lessons and make good progress.
116. Most pupils make satisfactory progress at Key Stage 4, with those having reached a higher standard of performance in instrumental lessons having a distinct advantage in both individual and ensemble work. Advanced level students make good progress post-16 especially in the performance and music technology components of the course.
117. Pupils with special educational needs participate fully in lessons at Key Stage 3 making satisfactory, and at times good, progress in all aspects of the course.
118. Pupils' attitudes to music are positive at all stages and very good behaviour in lessons is the norm. Some Year 9 pupils feel that they would like more opportunities to develop their own musical ideas and this is consistent with insufficient emphasis on composition at Key Stage 3. However, there was no evidence of a falling away of interest in the subject in Year 9, as is often the case in similar schools. Pupils work collaboratively in pairs and groups and are highly responsible when relatively unsupervised by teachers. Take up for GCSE music exceeds national averages as a percentage of the cohort in most years.
119. Teaching in music is good overall. The newly qualified teacher is being effectively supported. There is no unsatisfactory teaching. Teaching is good in the majority of lessons at Key Stages 3 and 4 and very good in most lessons in the sixth form. Teachers' subject knowledge, planning and organisation of appropriate resources is good or very good in all lessons. The best are exceptionally stimulating and often entertaining with teachers looking for an unusual 'angle' for effective and memorable presentation such as drilling a hole in an old CD to investigate the effect on error correction in digital systems. Pace and variety of task are usually appropriate when long double periods are time-tabled.
120. A good range of well taught instrumental and voice lessons is offered. Pupils' involvement is above average at 15% of the school population and this has an enhancing effect on overall attainment. Opportunities are being developed for players and singers to rehearse and perform in a variety of ensembles. There is a balanced composition of boys and girls in the (SATB) choir. They tackle difficult material with confidence and good achievement. All the extra-curricular music making is very well directed. There are regular productions and concerts in school and the community. Musicians contribute effectively to assemblies and special services.
121. Overall leadership in music is good and the subject is being built-up successfully from a historically weak base. More attention now needs to be given to filling out schemes of work at Key Stage 3 to ensure that all the

composition requirements are fully implemented. Schemes of work need to be created for Key Stage 4 and post-16. A departmental development plan is required in order to facilitate further development and monitoring. Accommodation for music is very good and has a positive effect on attainment. There are some significant gaps in resources which adversely effect learning opportunities. For example, a lack of small tape-recorders for pupils to use and insufficient commercially developed resource packs. The book provision to support GCSE and A-level work is poor.

122. There have been significant improvements in music since the previous inspection. Attainment and progress have improved at Key Stage 3. Attainment now reaches national expectations and in overall technical understanding. Teaching has improved with more stimulating lessons and more attention to differentiation. The motivation of pupils of all levels of prior attainment is better. Accommodation has improved with the construction of the second specialist music room and there has been a steady growth in the level of good quality extra-curricular music making.

Physical education

123. The attainment of pupils at the end of Key Stage 3 is in line with the national average. By the end of Key Stage 3 pupils can perform basic ball handling skills, understand rules and apply them in the game, and use some strategies to good effect in hockey and rugby. Basic skills and general understanding of volleyball are less well developed. Pupils evaluate each other's skills appropriately. Planning skills are under developed. No gymnastics lessons were observed. There is no significant difference in the attainment of boys and girls. There is no longer a minority of boys under-achieving as was identified in the last inspection.

124. The overall attainment of pupils at the end of Key Stage 4 is in line with the national average. In rugby girls have good ball handling skills, can tackle competently and have a sound overall understanding of the game. Their evaluation skills are good; they give accurate and useful feedback that improves performance. In football boys have good performance skills and understanding of the game. Their coaching skill and their ability to take on the different roles of referee and linesman are less well developed. There is no significant differences in the attainment of boys and girls. Attainment at Key Stage 4 has improved since the last inspection.

125. The overall attainment of pupils in the Sixth form is in line with the national average. The number of pupils gaining grades A-C in A-level Physical Education (PE) is above the national average and has risen since the previous year. Attainment in theory lessons is in line with the national average. Pupils have a good grasp of relevant theory and can link ideas well to their own specialist sport. They are less secure in developing discussion in depth.

126. Pupils make good progress in Key Stage 3. Their knowledge of games increases steadily because the teaching of games is always good and pupils are keen to learn. Pupils become more competent in performing games skills through appropriate practices and activities. Their understanding of rules and the ability to apply some strategies in rugby, hockey and football steadily improve across the key stage because of the teachers' clear exposition and use of questions that effectively probes pupils' thinking. Higher attaining pupils make good progress because they are generally well motivated and good one-to-one teaching extends their thinking about their performance. Lower attaining pupils make good progress because teachers are sensitive to their needs and support their learning well. Best progress is made when tasks are differentiated. In a Year 9 rugby lesson pupils of all abilities improved their drop kick considerably because tasks were gauged according to ability. The most able pupils were expected to use the goal to improve accuracy and range and the least able worked with a partner to help them make contact with the ball.

127. Pupils make very good progress in Key Stage 4. Their knowledge of volleyball, rugby and football increases steadily because pupils have positive attitudes to learning and they are taught by teachers whose enthusiasm for PE and knowledge of games provides a good climate for learning. Pupils' skills in games develop through effective practices and structured opportunities in the full game in which to consolidate them. Pupils of all abilities make very good progress because they receive appropriate needs related feedback. Year 11 girls made excellent progress in a rugby lesson. Their dodging improved through well timed speed changes and their tackling improved through better timing and a more refined technique. In a Year 11 volleyball lesson pupils' observation skills became more accurate and they were able to give each other feedback about performance that ensured improvement in the dig and the volley. Pupils with special educational needs make good progress. Currently physical education teachers have not adapted targets to make them more relevant to the needs of pupils but are aware of pupils with SEN and support them when necessary.

128. Pupils' attitudes to the subject are very good. The number of students starting the A-level course is small

but significant in number and the commitment by boys and girls for GCSE physical education is very encouraging. In lessons across all key stages attitudes are mainly positive. Behaviour in lessons is very good and pupils are respectful of each other, teachers and visitors. They sustain concentration and use initiative when given the opportunity so to do. There are insufficient opportunities for pupils to plan and be creative together. There is no poor motivation in lessons as was identified by the last inspection.

129. Teaching in physical education is good overall. It is very good in just over one in three lessons and satisfactory in one in four lessons. There is more very good teaching in Key Stage 3 than in Key Stage 4. In the best lessons there is a lively pace, feedback supports learning, corrects difficulties and motivates pupils. Expectations are high and pupils are well involved in their own learning through teachers using a range of strategies. Less successful teaching occurs when pupils are over dependent on the teacher and there is an over emphasis on performance at the cost of pupils being involved in planning and evaluating.

130. The curriculum at Key Stage 3 meets statutory requirements but there is some imbalance weighted towards games as against dance and gymnastics. Assessment and recording are still at the very early stages of development and are currently not informing planning. Assessment and recording were areas for development in the last inspection. There has been no significant progress. Schemes of work have been written but more detailed plans or units of work are needed. Extra curricular activities in games are a strength and enhance curriculum provision. The physical education department has energy and commitment and is an improving department.

217.

217. **Religious education**

131. The attainment of pupils at the end of Key Stage 3 is in line with the expectations of the new local Agreed Syllabus. During this key stage, pupils are acquiring a sound knowledge and understanding of the beliefs and practices of Christianity and other major world religions. They are beginning to reflect upon the influence of religion on the lives of people in a multifaith society. This was observed to good effect in a year 8 lesson during which pupils investigated customs and beliefs associated with Judaism. There is no significant difference between the attainment of boys and girls. The overall attainment of pupils at the end of Key Stage 4 also matches the same expectations, but at present, only a short course is provided for pupils at public examination level. Last year, a small group of 14 pupils was entered for this examination and all succeeded in gaining A*-G grades. In lessons at Key Stage 4, oral attainment was satisfactory but written work sometimes lacks depth. The provision for religious education in the sixth form is appropriately contained in the general studies programme.

132. Most pupils make satisfactory progress at Key Stage 3. The new local Agreed Syllabus is being fully implemented and pupils are developing appropriate skills in interpreting religious beliefs and practices, and in understanding the importance of symbols and rituals. This was clearly demonstrated in an effective lesson, during which year 7 pupils used artefacts to investigate the importance of signs and symbols in religious life. Progress is also satisfactory at Key Stage 4, but it is more limited because curriculum time allocation is low. At both key stages, higher attaining pupils are making good progress when given opportunities for extension work, but lower attaining pupils, and those with special educational needs, are sometimes struggling to cope with the material provided and are in need of more in-class support.

133. There is good response from pupils at both key stages. They listen respectfully to the teacher and behave well on the whole, although there are a few instances of inattention on the part of some boys. In lessons, pupils are willing to voice their opinions and give detailed explanations; this has addressed a concern arising from the previous report. They show good levels of concentration in most lessons and are given ample opportunity to engage in collaborative work. They also show interest in different beliefs and cultures, and, in this respect, the subject contributes effectively to the spiritual, moral, social and cultural development of pupils within the school.

134. Teaching is satisfactory overall and good in half the lessons observed. Subject knowledge is sound and there is a clear dedication to the needs of the pupils. The previous report noted the need for more focus on teaching objectives and lessons are now clearly prefaced by a statement of aims and these are revisited at the end of each session. Non- specialist teachers within the department are supported well with appropriate materials. Classroom organisation is sound and good management skills are clearly in evidence. This was seen to good effect

in a Year 10 lesson on marriage and the family, during which pupils reflected on the prerequisites for a successful marriage through paired work, class discussion and video stimulus. At times, however, teacher talk tends to dominate lessons. Developing more opportunities for pupils to take responsibility for their own learning would enhance the quality of lessons.

135. The department is managed well, although there is a considerable teaching, marking and administrative workload borne by the head of department as the only subject specialist. The curriculum has improved; statutory requirements are now met at Key Stage 4 and in the Sixth form. Detailed schemes of work are now in place, but curriculum time beyond Year 7 is low. Marking is thorough and new assessment procedures are being put in place to monitor pupil progress effectively. There is a limited programme of educational visits, but visiting speakers are used to enrich the curriculum. ICT plays little part as yet in the work of the department, but good use is made of artefacts and other resources.
136. Overall, sound progress has been made since the previous inspection, particularly in relation to the key issues of statutory requirements and curriculum coherence.

223.

223. **PART C: INSPECTION DATA**

223. **SUMMARY OF INSPECTION EVIDENCE**

137. The inspection team consisted of thirteen inspectors including a lay inspector. During the week 203 lessons, 17 registration sessions, whole school and year assemblies, and a range of extra-curricular activities were inspected. Teachers were seen teaching several times. Planned discussions were held with students, teachers, other members of staff and governors. The inspectors looked at the written work of many students, including a sample across the range of students' attainment for each year group. A large amount of documentation, including teachers' planning, was analysed before and during the inspection. The registered inspector held a meeting attended by 43 parents shortly before the inspection and analysed 206 responses to the questionnaire about their opinions of the school. Inspectors spent a total of 48 inspector days in school gathering first hand evidence. They spent 130 hours observing lessons, 6 hours talking formally to students and 28 hours in evaluating students' work.

224. **DATA AND INDICATORS**

224. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 – Y13	754	17	117	20

224. **Teachers and classes**

224. **Qualified teachers (Y7 - Y13)**

Total number of qualified teachers (full-time equivalent):	46.3
Number of pupils per qualified teacher:	16.3

224. **Education support staff (Y7 - Y11)**

Total number of education support staff:	11
Total aggregate hours worked each week:	215

[Secondary schools]

Percentage of time teachers spend in contact with classes:	76.7
Average teaching group size:	
	KS2 -
	KS3 20
	KS4 20

224. **Financial data**

Financial year:	1998/99
	£
Total Income	1685624
Total Expenditure	1715564
Expenditure per pupil	2278
Balance brought forward from previous year	-69440
Balance carried forward to next year	-99380

224. **PARENTAL SURVEY**

Number of questionnaires sent out: 754
 Number of questionnaires returned: 206

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	20.9	59.2	15.5	3.9	0.5
I would find it easy to approach the school with questions or problems to do with my child(ren)	45.1	44.7	8.3	1.9	-
The school handles complaints from parents well	18.4	47.6	27.2	4.9	1.9
The school gives me a clear understanding of what is taught	16.0	60.7	14.6	7.8	0.5
The school keeps me well informed about my child(ren)'s progress	24.3	57.3	12.1	5.8	0.5
The school enables my child(ren) to achieve a good standard of work	24.8	57.3	15.0	1.5	1.5
The school encourages children to get involved in more than just their daily lessons	28.6	54.4	16.5	0.5	-
I am satisfied with the work that my child(ren) is/are expected to do at home	17.0	64.1	9.7	6.3	2.9
The school's values and attitudes have a positive effect on my child(ren)	18.4	55.8	21.4	3.4	1.0
The school achieves high standards of good behaviour	16.5	51.5	21.4	8.3	2.4
My child(ren) like(s) school	33.5	49.0	14.1	2.9	0.5