

# **INSPECTION REPORT**

## **ARCHBISHOP SANCROFT CHURCH OF ENGLAND HIGH SCHOOL**

Harleston, Norfolk

LEA area: Norfolk

Unique Reference Number: 121188

Inspection Number: 185147

Headteacher: Mr S Carter

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Reporting inspector: R Hedge  
2932

Dates of inspection: 29 November – 3 December 1999

Under OFSTED contract number: 708204

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
Type of control:	Voluntary Aided Church of England
Age range of pupils:	11-16
Gender of pupils:	Mixed
School address:	Wilderness Lane Harleston Norfolk IP20 9DD
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend Peter Morris
Date of previous inspection:	January 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
R Hedge RgI	Equal Opportunities	Attainment and progress Teaching Curriculum and assessment Leadership and management Attitudes and behaviour Attendance Partnership with parents and the community Efficiency Support and guidance
W Barton, Lay Inspector		
D Green	Mathematics	
D Klemm	English	
J Seed	Science	
D Harris	Modern foreign languages	
F Earle	History	Spiritual, moral, social and cultural development
B Greasley	Geography	
	Special educational needs (SEN)	
A P McGough	Art	Resources
A Lees	Music	
P Wall	Physical education (PE)	
P Sellwood	Design and technology (DT)	
	Information technology (ICT)	

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## MAIN FINDINGS

### 1 What the school does well

- Overall standards of attainment are good and improving. Pupils make good progress.
- The quality of teaching is good and a significant proportion is very good.
- Pupils with SEN make very good progress because of good provision and teaching.
- There is very good provision for pupils' moral and cultural development.
- Opportunities for pupils to participate in extra-curricular activities, fieldwork and foreign travel are outstanding.
- The ethos for learning is very good because of good behaviour and teaching.

### 2 has weaknesses

#### Where the school

- I. Some teaching by non-specialists falls below the high standard set generally.
- II. Too little time is allocated to the teaching of art and music at Key Stage 3 to enable the National Curriculum to be adequately covered.
- III. Some accommodation is very poor – temporary classrooms and some specialist accommodation are inadequate for their purpose
- IV. There are some shortages of books and other equipment. There are too few powerful computers to meet pupils' needs.

This is a good and improving school whose strengths far outweigh its weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

### 3 improved since the last inspection

#### How the school has

Many improvements have been made. Standards of attainment and the quality of teaching have both improved. There is now virtually no unsatisfactory teaching. Behaviour is also better. Pupils with learning difficulties are better provided for. Standards of attainment and the quality of teaching are much better in PE. The quality of teaching accommodation is still unsatisfactory in some respects and limits what teachers and pupils can achieve. There are still some shortages of books and ICT hardware is still barely adequate in spite of improvements.

### 4 subjects

#### Standards in

The following table shows standards achieved by 14, 16 and 18 year olds in national tests and GCSE examinations in 1998:

Performance in:	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
Key Stage 3 Tests	A	A	<i>Average</i>

GCSE Examinations	A	C	C <i>below average</i>	D
			<i>well below average</i>	E

In 1999 results in national tests taken at the end of Key Stage 3 were well above average in science, above average in English and average in mathematics. These results were not so good as in 1998, reflecting the lower levels of attainment of that year group on entry to the school. In 1998 results were well above average compared with all schools and with other schools with a similar proportion of pupils entitled to free school meals. Girls do slightly better than boys in most years. By the end of Key Stage 4 girls do better than boys, though in the last three years both boys and girls have done much better than their contemporaries in other schools. Standards are at least equal to the national average picture in other subjects and are well above average in ICT at Key Stage 3.

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## 5 Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Years 7-9	Good	Mathematics, ICT, history	English, PE
Years 10-11	Good	English, mathematics, ICT, drama	Modern foreign languages
English	Good		
Mathematics	Very good		

The quality of teaching is a strength of the school and accounts in major part for the good progress which pupils make. Of the teaching observed during the inspection, 98% was at least satisfactory, three quarters was at least good and over a third was very good or excellent.

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

## 6 Other aspects of the school

Aspect	Comment
Behaviour	Is good on class and around the site and contributes well to pupils' progress.
Attendance	Above average. Pupils are punctual to lessons.
Ethos*	Very good – characterised by good behaviour, good teaching and a real commitment to improving progress
Leadership and management	Good. There is a clear focus on strategies to enhance standards and improve provision.
Curriculum	Meets requirements and is broad and balanced. Outstanding provision of extra-curricular activities and opportunities for fieldwork and foreign travel.
Pupils with special educational needs	Make good progress as a result of good teaching and support.
Spiritual, moral, social & cultural development	Very good provision for moral and cultural development, good provision for social development and sound provision for spiritual development.
Staffing, resources and	Good staffing levels but some shortages of books and equipment,



accommodation  
Value for money

insufficient powerful computers and shortcomings in accommodation.  
Sound value for money.

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

**What most parents like about the school**

- V. Pupils are given every opportunity to make progress.
- VI. There is good support and guidance for individuals and through personal and social education and careers lessons.
- VII. The range of extra-curricular provision.
- VIII. The school promotes sound attitudes and values.

**What some parents are not happy about**

Both through a questionnaire and at their meeting with the Registered Inspector, parents expressed considerable approval and support for the school. Inspectors agree with these positive views.

**KEY ISSUES FOR ACTION**

8 There are no key issues, but the following points should be considered for inclusion in an action plan:

- IX. There should be enhanced monitoring of teaching and support, especially for teachers working outside their main specialism:  
(paragraphs: 28, 33, 62, 63, 67, 85, 88, 153, 157, 160)
- X. There is inadequate time for the teaching of art and music at Key Stage 3;  
(paragraphs: 35, 108, 118, 161)
- XI. Some accommodation is still inadequate and the school should continue to work with the diocese to improve the situation;  
(paragraphs: 69, 101, 106, 117, 133, 159)
- XII. There are some shortages of books and equipment, especially computers;  
(paragraphs: 36, 71, 117, 124, 133, 144, 150, 159, 160)

## **INTRODUCTION**

### **Characteristics of the school**

9 Archbishop Sancroft High School is a Church of England voluntary aided comprehensive school with 229 boys and 185 girls currently on roll. The proportion of pupils of ethnic minority heritage is well below average and there are no pupils for whom English is not their first language. The proportion of pupils entitled to free school meals is just below average. There is relatively little acute social deprivation in the area and on the whole pupils come from families in above average economic circumstances. The proportion of pupils on the register of special educational needs is above average. The school serves the town of Harleston and the rural area around. Most pupils come from three local primary schools that share Christian foundations.

10 The profile of pupils' levels of attainment on entry to the school conforms closely to the national picture. Their results in national tests conducted at the end of Key Stage 2 as well as tests administered by the school show that overall levels of attainment are average and that the school's pupils represent the full range of attainment.

11 In a typical year about seven out of ten pupils stay on in full time education at the school leaving age.

12 The school's aims are:

XIII. to provide a caring and supportive environment in which the rights of all individuals are acknowledged, where a love of learning is developed, and the highest levels of academic, aesthetic personal, sporting and technological standards are achieved, and where the lifelong nature of the learning process is nurtured;

XIV. to promote competence, confidence, self-discipline and respect in all pupils in order that they may respond to the demands, opportunities and changing circumstances of our modern world.

## 13 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
	1998	51	25	76

National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 5 or above	Boys	29	36	40
	Girls	19	20	16
	Total	48	56	56
Percentage at NC Level 5 or above	School	67	75	77
	National	65	60	56
Percentage at NC Level 6 or above	School	46	49	48
	National	35	36	27

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	37	45	44
	Girls	22	21	21
	Total	59	66	65
Percentage at NC Level 5 or above	School	82	92	89
	National	62	64	62
Percentage at NC Level 6 or above	School	33	58	60
	National	31	37	31

#### Attainment at Key Stage 4<sup>2</sup>

Number of 15 year olds on roll in January of the latest reporting year:	Year	Boys	Girls	Total
	1998	46	47	93

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	22	44	45
	Girls	30	45	46
	Total	52	89	91
Percentage achieving standard specified	School	56 (82)	96(92)	98(81)
	National	44.6(43.3)	89.8(88.5)	95.2(94)

.....

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.2
	Absence	National comparative data	7.9
	Unauthorised	School	0.4
	Absence	National comparative data	1.1

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## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	9
	Permanent	0

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	38
	Satisfactory or better	98
	Less than satisfactory	2

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

14 Standards of attainment have risen since the last inspection. Levels of attainment when pupils enter the school in Year 7 conform to the national average picture when Key Stage 2 tests and standardised tests administered by the school are taken into account. Pupils make good progress as they move through the school. In 1999 in Key Stage 3 National Curriculum tests, overall results were above average. In science they were well above average, in English they were above average and they were average in mathematics. Mathematics results declined from the previous year, when results were well above average overall, largely because of some decline in mathematics scores. Taking the last four years into account, results in these tests have been consistently above average. When comparisons are made with other schools with a similar proportion of pupils eligible for free school meals, results in 1998 were well above average overall and in 1999 were average. Data about pupils' standards on entry to the school show that the 1999 results still showed good progress. The school has significantly more boys than girls. Over the three years to 1988 the performance of boys in Key Stage 3 tests was well above average and that of girls above average with considerable fluctuation in the relative strength of girls' and boys' attainment. By the end of the key stage, standards in ICT are well above average in response to well-organised teaching. Standards in science, mathematics, history, geography, music, DT and PE are above average and are average in modern languages and art. Girls do better than boys in PE and much better than boys in DT.

15 Pupils continue to do well in Key Stage 4. GCSE results are well up on the figures reported in the last report and the improvement has been faster than the national trend. In 1998 pupils' average GCSE points score was well above average in comparison with all schools and average when compared to similar schools. Given that the proportion of pupils entitled to free school meals is only just outside the average range and that standards on entry to the school are average, these are good results. Standards in individual subjects have varied somewhat from year to year, though DT GCSE results have been low, largely because less time has been allocated to the subject than is usual. By the end of the key stage standards in science and mathematics are well above average. In DT, the standard of work seen during the inspection suggests that many past difficulties may have been overcome by the extra time allocation. By the end of the key stage, standards are above average in English, ICT, history, geography, art, music and PE and are average in modern languages and music.

16 Pupils make good progress with literacy. On entry to the school literacy standards are broadly average. Progress in lessons is satisfactory in Years 7 and 8 and good in Year 9. At Key Stage 4 progress is always good and in some lessons very good. In Years 7 and 8 pupils make good progress in improving their reading skills and extending their written vocabulary. They gain in confidence in expressing their ideas in class discussions and improve their spelling and punctuation. However, high attaining pupils are not given enough opportunities for sustained writing in English during Key Stage 3, though in other subjects there are opportunities and inspectors saw some good long pieces of work. Middle attaining pupils read with increasing confidence and understanding and can express their ideas clearly in class discussions. Low attaining pupils improve their basic reading skills and the accuracy of their spelling and punctuation. At Key Stage 4 high attaining pupils make rapid progress in extending the range and complexity of their reading and can discuss abstract ideas with confidence and intelligence. There is no significant difference in the progress of boys and girls overall, though in DT girls progress much better than boys.

17 Standards of numeracy are good. In science pupils can measure accurately by the end of their first half term in the school. In both science and geography pupils are able to draw graphs as they are needed, and to interpret them appropriately. In DT pupils show good skills of measurement and marking out, the ability to work with solids and nets, and they develop good familiarity with mechanisms.

18 The progress of pupils with SEN is very good at both key stages. Where pupils are withdrawn to work in small groups progress is good because of the good quality of teaching. In most subject areas good progress is made because teachers have good knowledge of the needs of pupils, good strategies for meeting

these requirements and the work is closely matched to the needs of individual pupils. In modern foreign languages progress is unsatisfactory where work is poorly matched to their needs. Where support is available for individual pupils in the classroom they make very good progress, as this support is well directed and of good quality.

19 These results and the observations of inspectors indicate the good progress made by pupils in response to committed and high quality teaching. The increased attention now being given to the use of assessment data to monitor progress and set targets should lead to even better progress in the future.

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### **Attitudes, behaviour and personal development**

20 Pupils' attitudes to their work are good. They apply themselves well, are attentive, involved, and enthusiastic about their work. They concentrate well throughout lessons and are receptive to new ideas and concepts. Standards of behaviour are also good – both in class and around the site. Last year, nine boys were temporarily excluded and there were no permanent exclusions. The standards of pupils' behaviour and their attitudes to work enhance the progress they make.

21 Relationships within the school are comfortable and relaxed. Pupils generally relate well to their teachers and are, on the whole, mature and well behaved. They are responsible and trustworthy and co-operate well, assisting and supporting one another, sharing knowledge and understanding. There is respect for the feelings, values and beliefs of others as is demonstrated by their involvement in conservation and charitable activities.

22 Pupils are generally at ease in adult company, are courteous and respectful. They respect property, handling equipment with care. They value their environment and are active in conservation and recycling projects within the local community. The disciplinary code is well defined, effective and clearly understood. Rewards and sanctions are applied evenly, appropriately and effectively and parents are kept fully informed.

23 In lessons where pupils with SEN are withdrawn for small group tuition, they are attentive, well motivated, willing to be involved in the lesson and have a very positive attitude to their work. They play a full part in subject lessons and are well integrated into the life of the school.

24 Pupils are encouraged to take responsibility and contribute to the school community. Broader community awareness is shown both within the school and in the wider world. Pupils initiate and organise charitable works in support of causes that they have chosen. A healthy Duke of Edinburgh Award Scheme promotes self-confidence and service to the community. The result is a good, stable, learning environment in which progress can be made, as was the case at the time of the last report. Pupils' attitudes to learning are good, and contribute appreciably to the results that they achieve.

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### **Attendance**

25 Attendance at the school is very good and contributes very effectively toward pupils' learning. Registers are well maintained and absences are closely monitored and followed up with very able support from the Educational Welfare Officer. There is below average unauthorised absence. Authorised absence is allowed with care and levels are well below average. Pupils generally arrive on time and are punctual to lessons. Attendance and punctuality to lessons contribute very effectively toward pupils' levels of attainment and their progress.

26 At the time of the last inspection in 1995 attendance was considered to be good. Levels of



attendance have subsequently improved and authorized absence has declined.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

27 The overall quality of teaching is good, is a major strength of the school and has improved since the previous inspection. Of the lessons observed during the inspection, teaching was very good or excellent in 38% and satisfactory or good in 98%. Pupils benefit immeasurably from this quality of teaching and make good progress as a result. Some outstanding teaching was seen in many departments. In GCSE drama, for example, pupils do well as a result of creative and challenging teaching. ICT lessons are very carefully planned and challenging. The quality of teaching in mathematics is very good at both Key Stages 3 and 4 and there is particularly good use of mathematical investigations and surveys.

28 Throughout the school the quality of lesson planning is good, ensuring that lessons are challenging and proceed at a good pace. At the time of the last report lessons frequently lacked the intellectual challenge necessary to stimulate higher attaining pupils but this situation has now largely been resolved. In a few lessons taught by non-specialist teachers higher attainers are insufficiently challenged but this is now very much the exception.

29 Teachers have high expectations of what their pupils might achieve, which encourages concentration and good progress. In many lessons teachers use imaginative methods to stimulate pupils' interest. In history, for example, artefacts are imaginatively used together with varied research activities to encourage understanding. Careers teaching is well organised and varied.

30 Throughout the curriculum pupils are well managed and lessons proceed in an orderly atmosphere. There is no evidence now of the small element of unruly behaviour noted at the time of the last inspection.

31 Most teachers mark pupils' work carefully and promptly and give helpful feedback to pupils on their progress. The quality of marking is a real strength in modern languages, where teachers' suggestions for improvement lead to better progress. Homework is used well to advance progress and encourage independent learning. There is particularly good practice in mathematics and DT, though art homework is not structured into the school's homework timetable.

32 The quality of teaching and support for pupils with SEN is generally good. This is an improvement since the last inspection. Most subject teachers have a good knowledge of the requirements of these pupils and match the work effectively to their needs. The teaching of pupils who are withdrawn from lessons to work in small groups is good. Lessons are well prepared and organised, there is a brisk, lively start and pupils move through a series of well-structured and appropriate activities at a good pace. Relationships are good. Teachers know their pupils well, and skilfully match the work to their needs. The quality of support provided through special needs assistants is very good, often in a well-planned and effective partnership with the class teacher. In science lessons, for example, they enable pupils to make good progress by ensuring that they understand the work, and carry out experiments safely.

33 Within this generally favourable picture, some weakness still remains where teachers are called upon to teach outside their specialist areas. In modern languages, English and drama non-specialist teachers require further support to improve their skills.

### **The curriculum and assessment**

34 The school's curriculum is effectively planned and the requirements of the National Curriculum are met. The curriculum is appropriately broad and properly balanced. The needs of pupils at different levels of

attainment are now well met, whereas at the time of the last inspection, some higher attaining pupils were insufficiently challenged and made limited progress as a result. Curriculum planning has improved and in almost all lessons pupils are offered challenging work which meets their needs. The English curriculum for pupils in Years 7 and 8, however, offers too few opportunities for extended writing and specific teaching on how to write different kinds of essays would raise standards further.

35 Pupils take two modern languages in Year 7 and the highest attaining third of each year group continue with this arrangement in Years 8 and 9. Some problems arise from this arrangement because the time allocated to each language for pupils who are studying two is inadequate, so progress is limited. In art, the curriculum gives too little emphasis to drawing from direct observation and lessons are too short for Key Stage 3 pupils to take full advantage of the tasks they are set. In DT, there is no provision for food technology. The last report noted that inadequate time was given to art and music in Key Stage 3, so the National Curriculum requirements for these subjects were not satisfactorily covered. This is still the situation.

36 Although the quality of teaching in ICT lessons is good and challenging lessons encourage good progress, the shortage of sufficiently powerful ICT hardware limits curriculum opportunities in other subjects. Progress in Key Stage 4 is hindered because too little time is allocated to the subject. In English, art, science, history and modern languages particularly, pupils would benefit from more regular access to good ICT facilities.

37 There is sound provision for pupils' personal and social education (PSE), largely through the work of form tutors. The 20-minute sessions used for this work are too short for comprehensive treatment of some topics, but teaching is good and the curriculum is well planned. Requirements for health and sex education are covered. In addition to these regular lessons, further well-planned work is done in whole days when the normal timetable is suspended.

38 Provision for careers education and work experience are very good. These aspects of the curriculum are led and planned with considerable skill and care. Preparation for option choices for Year 10 is covered in Year 9 PSE. Careers education for Year 10 and 11 pupils covers all of the necessary elements, including preparation for transition to the next phase of education or work. Pupils are highly appreciative of the quality of this provision, including the support given by the careers service. Work in class is extremely well planned and pupils take it very seriously. The quality of careers teaching is high. Lessons have pace and variety, are interesting and challenging. Work experience is also well planned and is organised from the school's own resources.

39 Curricular provision for pupils on the SEN register is good. Individual education plans are sound, fully match the needs of pupils and are reviewed twice each year. Staff are familiar with the content of plans and use them effectively. Extra in-class support for SEN pupils is of adequate quantity, very good quality and is well focused. The pattern of additional support for reading and numeracy is good and a well-structured curriculum is provided. A paired reading scheme provides additional support for those in the greatest need and involves about 50% of their parents. The scheme is well organised and effective. A small group of pupils is disapplied from the National Curriculum at Key Stage 4 to follow a course in communication studies. These arrangements are entirely appropriate.

40 Sound relationships with partner primary schools and sound departmental planning ensure that the curriculum effectively reflects pupils' growing maturity and progress as they move through the school. Liaison with contributing schools is sound and in their curriculum plans most departments pay appropriate attention to ensuring that pupils are effectively challenged and make progress. Some higher attaining pupils are not adequately challenged by the tasks they are set in modern languages, however.

41 The range and quality of extra-curricular activities is very impressive and a strength of the school. There are many subject-based clubs, such as art and music, a flourishing Duke of Edinburgh Award scheme and good opportunities for participation in drama. There is a very extensive programme of sport, involving a high proportion of the school's pupils and including good coaching in a range of activities. Music activities are extensive and of high quality. About 10% of pupils play in the school band and there is an orchestra, choir,

chamber music, brass quintet and string quartet. Opportunities for fieldwork, exchange visits and foreign travel are particularly extensive and impressive for a small school. Teachers are very committed to these activities and voluntarily give generously of their time to support them.

42 Procedures for assessing pupils' progress have improved since the last inspection. These procedures are now good. At whole-school level there is careful analysis of test and examination results, though, in spite of very good practice in mathematics and science, many departments are not yet used to incorporating this analysis into their development planning. Over the last year the school has begun to use analysis of pupils' standards on entry to the school in combination with data taken from Key Stage 3 and 4 results to calculate added value, to analyze departmental performance and set targets. The quality of assessment practice and the use of assessment data are strong in mathematics and ICT. In geography, GCSE results are analysed carefully but other assessment results are not recorded systematically, so are of little use. Procedures in history and English are good, though in history there is too little focus on specific history objectives rather than more general considerations. There is very good use of assessment data for target setting in science though the use of assessment is not well advanced in art, geography and music. Assessment data are generally well used to place pupils in teaching groups set by levels of attainment.

### **Pupils' spiritual, moral, social and cultural development**

43 The provision for pupils' spiritual development is satisfactory. The school has responded positively to the key issue raised in the last inspection report. A clear policy for collective worship has been drawn up. Themes for worship are planned to reflect the main seasons of the Christian year and to explore a range of issues intended to encourage pupils' spiritual development. Collective worship is thoughtfully organised and music and Christian symbolism used to help pupils' focus on the theme. Readings from the Bible and short prayers link the theme to Christian belief. Pupils are well-behaved and attentive but rather passive and there are few opportunities for them to plan or present acts of worship. There is a monthly celebration of the Eucharist, open to staff and pupils, though this is not well-attended by pupils. Local clergy visit the school to conduct collective worship and other visitors, including a Korean Christian, have also contributed to worship. When pupils are not able to gather for collective worship a "Thought for the Day" is provided for tutors to use with their pupils. In some tutor groups this is used well, but practice is not consistent across the school and at times little attempt is made to provide a significant opportunity for reflection on the theme. Departments are encouraged to consider the contribution of subjects to pupils' spiritual development, but this is not well-developed in practice and few examples were observed, other than in music and drama, of teachers helping pupils to reflect on significant aspects of human experience or engaging with issues of meaning and purpose. The work done since the last inspection provides a good framework of guidance and support to teachers, but inconsistency in practice is hindering the provision of the rich range of experience intended by the school for pupils' spiritual development.

44 The provision for pupils' moral development is very good. A clearly stated moral code, based on the school's aims encourages pupils to act honestly, responsibly and with consideration for others. Pupils are taught the principles which distinguish right from wrong and in many subjects are given the opportunity to consider moral issues at both a personal and social level. The programme for personal and social education covers several important themes related to moral development, especially in the area of personal relationships and in taking responsibility for one's actions. This provision has been extended by a number of special events and activities that have included work on equality, personal responsibility, education about drugs and attitudes towards disability. Pupils respond very well to the opportunity to express practical moral concern through support for charities and aid agencies, including Oxfam, Children in Need, Red Nose Day, and the R.S.P.C.A. Year eight pupils made a notable contribution to this aspect of school life by organising an appeal for Kosovar refugees which raised over £500. Several subject areas make distinctive contributions to pupils' moral development. In geography pupils have studied the impact of trade on developing countries, using the expertise of Oxfam to explore this in other subjects. In history pupils are encouraged to consider the moral dimension of questions about race, war and peace and civil rights; in languages pupils are encouraged to develop a sense of moral awareness; in music they are helped to think about issues of gender and racism in their study of popular and contemporary music. The good behaviour of pupils on the sports' field has been recognised by the award of the Fairplay Trophy to the school.

45 The provision for pupils' social development is good. They relate to each other and to their teachers in a positive and mature way. Many extra-curricular activities such as conservation groups, The Duke of Edinburgh's Award Scheme, debating groups and the choir enhance their social experience. Residential experiences and field courses contribute to pupils' development of social skills and confidence. Pupils take part in Year Councils and the School Council, though some of them feel that opportunities to exercise responsibility through these are restricted. The organisation of many lessons and teachers' expectations of pupils are positive elements in encouraging good social behaviour and relationships. This is evident in music where group-work is strong and where pupils are supportive of each other. In many lessons pupils listen attentively and courteously to each other. They are developing a clear idea of their rights and responsibilities and good social skills. They are able to take initiatives and would respond positively to more opportunity to take responsibility through the School and Year Councils.

46 The provision for pupils' cultural development is excellent. An extensive programme of extra-curricular sporting and cultural activities is provided. Opportunities for travel and contact with communities in other countries are a notable feature of this programme. Annual visits to Germany or France are organised by the languages department, which also gives pupils opportunities to develop knowledge and awareness of European issues. An extensive programme of local, national and foreign visits organised by the history department enriches pupils' understanding of their own cultural heritage. In music pupils are offered a wide range of extra-curricular activities through the orchestra, ensembles, choir, and musical events in the locality and in partnership with other schools. Enthusiastic response to these opportunities is marked by the contribution of many pupils to the compilation of a music CD. Opportunities are provided for pupils to take part in expeditions, The Duke of Edinburgh Award Scheme and a wide range of sporting activities. A multi-cultural policy statement gives clear direction about how to encourage positive attitudes towards cultural diversity and combat racism. Pupils are encouraged to develop their awareness of the cultural diversity of modern society through curricula and extra-curricular provision. In religious education pupils study a range of world religions. The interdependence of cultures has been explored in geography and pupils have been able to respond practically to the issues they are studying through the "Go for Ghana" appeal. The school's "Green Heart" group has enabled pupils to travel to conservation events in Hungary and plans are being made for similar contacts with Kenya. A varied programme of events and activities was offered in "Roots Week", drawing upon several curriculum areas and outside agencies to help pupils explore the opportunities and challenges of life in a culturally diverse society. Drama provides considerable enrichment of the schools provision across this whole area of pupils' development

#### **Support, guidance and pupils' welfare**

47 The school's procedures for managing attendance are very good. Attendance registers are well maintained and are checked daily. As a result the incidence of truancy is very low and the expectations of the school in relation to good attendance are met. Relationships with the Education Welfare Officer are very good. Unsatisfactory attendance on the part of any pupil is speedily followed up, and support can be made available to families.

48 Procedures for securing good behaviour are well understood by staff and pupils and are effective. The straightforward list of ten school rules provides a general guide to good behaviour and is reinforced by the provisions of the home-school agreement. Good conduct and effort are rewarded by credits and poor behaviour is penalized by demerits. There is a system of referral at three levels for dealing with pupils whose behaviour is unacceptable. Parents are kept informed through pupil diaries and by letter, and if necessary are invited to the school for discussion.

49 The procedures laid down by the LEA are followed in relation to Child Protection, with the Deputy Head acting as the named person for this purpose. Staff are reminded of the procedures at the beginning of each school year. The school has a good anti-bullying policy, and there is a supporting pack of material for use with pupils in PSE lessons. Pupils are clear that there is very little bullying in school, and that if they became aware of any they would know what they should do about it. They are confident that the school would then take

appropriate action.

50 The school has very good documentation to safeguard health and safety, and in most respects good procedures are in place. Pupils are well supervised outside lesson time by teams of teachers. Risk assessment is carried out within departments, equipment is tested and fire drills regularly practised for the school as a whole. However, the care of pupils who are injured or who become ill in school is unsatisfactory. The ongoing supervision of the medical room appears to depend on teachers who are passing “looking in”.

51 The system for pastoral care assigns each pupil to membership of a mixed ability form group. Each form has a form tutor whose work is co-ordinated and supported by heads of year. At Key Stage 3 the tutor remains with form group and the head of year with the year group for the whole of the three-year period. Pupils in these year groups feel that they can approach their form teacher with confidence in relation to any problem they might experience at school. Pupils at Key Stage 4 are much less confident, feeling that this would be a last resort simply because they did not know the form teacher as well as formerly. Overall, though, pastoral systems are good.

52 Pupils are provided with a mid-year report, and with a full Record of Achievement at the end of the school year, to which they contribute. Targets for improvement are agreed with tutors from a list of possibilities set out in the pupil diary. These items provide the basis of information both for parents and the form tutor for use in discussion with pupils concerning their work and progress, together with the record of credits and demerits awarded. The school has put a great deal of effort into target setting and monitoring, but as yet this does not provide the form tutor with detailed information about the progress and attainment of pupils in the various subject areas, so limiting the extent to which form tutors are able to provide support for the academic progress of their pupils.

53 Pastoral support for pupils with SEN is good. Over a half of these pupils from Key Stage 4 have emotional and behavioural difficulties. They are well supported by pastoral staff who write sound individual action plans, maintain good links with subject departments and provide good day to day support. Procedures are good and records are well maintained.

54 Although there has been progress since the last inspection the support for pupils by form teachers at Key Stage 4 remains unchanged. The situation in relation to care for pupils who are injured or become ill in school has worsened in that the leading first-aider has a considerable teaching load and other commitments the school.

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### **Partnership with parents and the community**

55 The school has established effective links with its primary feeder schools and through them to parents. Its prospectus and personal contact of staff effectively inform parents and potential pupils about the school.

56 Parents' help in pupils' learning is welcomed and many support their children with reading skills. The pupils' diary provides for, and requires, day to day parental oversight of work and is a means of communication between parent and tutor. Parents are kept well informed of general matters through the fortnightly news sheet "Recorder" and by letter for any more specific information. The Friends of Archbishop Sancroft High School association is active socially and in fundraising to support developments within the school.

57 The school prepares pupil reports twice each year, which set out information on performance and progress. These are clear, but many teacher comments lack the necessary detail about standards or what pupils might do to improve. Annual parents' evenings give the opportunity to question staff and receive additional, verbal reports. Parents or staff can initiate additional reviews at any time if concerns arise and all reports can

be discussed with staff by arrangement.

58 Primary schools and the local community make good use of the school facilities, particularly the pool. Adult education on site has diminished but efforts are being made to bring the community into regular contact. There is good support for school productions, concerts and sporting activities and effective co-operation with community organisations. Local church leaders regularly contribute to assemblies.

59 Visiting speakers from a range of agencies and organisations are used within various aspects of the curriculum. Local agencies, notably Educational Welfare and Careers Service, also provide effective support when needed and relationships with them are good. Local employers, and some further afield, contribute very effectively to the work experience programme and support other careers activities such as the Business Industry Group and Business Days. Local employers also contribute through sponsorship and service as pupil mentors.

60 A very impressive programme of educational and exchange visits cover venues locally, further afield with the UK, widely into Europe, and also to the USA and Kenya. Charitable activities initiated by pupils in aid of local, national and international appeals, together with sporting and other achievements, school concerts, productions and activities in conservation and recycling all further enhance social awareness and involvement within the community and contribute appropriately to pupils' attainment and personal development.

## · **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### · **Leadership and management**

61 The governors and headteacher share a clear sense of direction and offer good leadership to the school. At the time of the inspection, a new headteacher had been in post for just over a year. During that time, governors and senior managers have had to divert much attention to recovering a considerable overspend. Careful steps have been taken to safeguard essential elements of the budget and the difficult situation has been managed well. The new headteacher has brought a clear focus to efforts to raise standards further, to enhance pupil progress and improve the quality of provision. There is a much sharper focus on the use of assessment data as a management tool, and the process of ensuring that departments take due account of performance data in their planning, though incomplete, is becoming established. Steps are in hand to improve financial planning and the quality of development planning.

62 Under the guidance of the new headteacher, monitoring of the quality of provision has been enhanced and is now good. All teachers have been seen teach in the last year. Analysis of test and examination data plays its proper part in monitoring departmental effectiveness. Although the quality of teaching is generally good, there are areas of weakness, often where teachers are working outside their specialisms and monitoring and support continue to be necessary. Heads of department are, as yet, still insufficiently involved in this particular responsibility. Overall, though, the school is well led and managed. Priorities are clear, the team of senior staff work well together and there is a climate of openness and collaboration. Senior staff offer good support for curriculum development. A number of staff groups have generated clear-minded plans for future development in such areas as staff development and equal opportunities.

63 The management of departments is generally sound. Some departments such as science, geography, careers, mathematics, ICT and history are very well managed. Heads of department are taking increasing responsibility for the quality of departmental work, though in some areas such as modern languages and drama, the monitoring and support of non-specialist staff are not sufficiently well developed. In English there is good support for non-specialist teachers but the monitoring of lessons needs to be strengthened

64 The pastoral system and SEN provision are well managed by the deputy headteacher and effective year heads. The arrangements for supporting pupils with SEN are good, with clear lines of management

responsibility. Leadership of the department is good and provides a clear sense of direction. Day to day organisation is efficient. Records are maintained in good order and statutory reviews are carried out effectively. The strategies for support through withdrawal and for targeting the available support in the classroom are carefully planned and appropriate. An identified teacher in each subject area acts as a co-ordinator to liaise and attend regular meetings with the SEN department. This arrangement provides a clear and effective line of communication. Staff are kept fully informed of developments affecting pupils with SEN through regular training sessions. The department responded effectively to the previous report and is in a strong position to make still further improvements.

65 Governors work collaboratively with the headteacher and fulfil their statutory responsibilities. They support the school well and offer the necessary vision and leadership. The governors' role in monitoring finance has been weak in the past but these difficulties have now been overcome.

66 Criticism of the quality of development planning and monitoring raised in the last report are now being addressed. The ethos for learning in the school is very good. Standards are improving, the quality of teaching is good and pupils make good progress. Procedures to ensure continued improvement are in place.

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• **Staffing, accommodation and learning resources**

67 The school has an adequate number of very experienced and appropriately qualified teaching staff most of whom are well deployed to meet curriculum need. Some recent reduction in the number has, however, led to an increased amount of non-specialist teaching in English, drama and PE in Years 7 and 8. There is also continued use of non-specialist staff in modern languages, which was criticised at the time of the last inspection. Deployment of teachers in this way has some adverse effect on the standards reached. The experienced non-teaching staff are well deployed but insufficient in number. The lack of an ICT technician is a particular problem that the school is doing its best to resolve.

68 The arrangements made to meet the professional development needs of teachers are generally satisfactory though there has been some recent lack of in-service training in science and modern languages. Sound proposals have been developed for a new system of teacher appraisal but cannot be implemented until new national arrangements are clear. Though the school has few new staff, proper arrangements are made to support newly qualified teachers and the initial teacher training scheme is being well used to develop induction programmes which can be applied to all teaching and non-teaching staff.

69 The school occupies a pleasant and extensive site but still has a number of temporary classrooms criticised in the last inspection report. Plans have been drawn in collaboration with the diocese to replace these with new permanent accommodation but in the interim period pupils continue to be taught in unsatisfactory conditions. The present arrangements also inhibit the provision of suites of rooms for English, mathematics and modern languages to make more efficient use of resources and staff time. Indoor accommodation for PE is cramped and, in the case of the hall, not always available and the swimming pool is in need of reconditioning. Though the art rooms provide satisfactory teaching spaces, the lack of soundproofing has a detrimental effect on teaching and learning. Some laboratories are in need of refurbishment. There is inadequate lighting in the graphics area. The accommodation for pupils with SEN is very cramped and is poorly positioned in a peripheral area of the school.

70 The school library is well organised, exceptionally well used and a very valuable asset for the school. Regular lessons are held in the library to induct new pupils into its use and to encourage reading skills in Years 7 and 8. Frequent use is made of the facilities by several departments for lessons and for research with good independent use by pupils at break and lunchtimes. Resources are adequate and well organised though there is a continuing need to replace dated book stock and to increase ICT provision. Well-trained pupil librarians provide support for the very experienced librarian.



71 The school has barely adequate learning resources to meet curriculum needs with provision for ICT well below average and much of the hardware not sufficiently powerful to support activities, including Internet access, that pupils need. There is some lack of textbooks in mathematics, modern languages and science and some art equipment is in need of replacement. Much of the DT machinery and tools are old and worn. Resources for pupils with SEN have improved since the last inspection and are now of good quality and adequate quantity, though the use of ICT is limited by the lack of available computers within the department.

72 Since the last inspection, there has been increased use of non-specialist teachers and the problems identified at that time continue to affect modern languages, English and PE. Though new accommodation is planned, the inadequate temporary classrooms are still in use and there is still a shortage of ICT equipment. The school has good plans in place to improve ICT provision through the inclusion of a 25 station ICT suite in the new building and through effective use of National Grid for Learning funding.

· **The efficiency of the school**

73 Under the leadership of the new headteacher, the school is looking to move to a five year planning cycle, which will meet the issue raised at the last inspection, that financial planning is too short term. At present, though, the school development plan reflects an annual process whereby departments make proposals for development funding. The link between departmental proposals and the whole school objectives laid out in the plan is not always clear.

74 Financial planning has also been an annual process, although a longer-term dimension is now being developed. The current year budget is limited by having to redress considerable overspending from previous years whilst meeting the essential needs of the school. A longer-term view of both development and financial planning would be of benefit.

75 School funding is high for secondary schools generally and reflects the higher costs associated with smaller schools. It is being managed well to deliver the aims of the school with priority being given to teaching staff costs (the staff contact ratio is low at 74.8%); class size (the pupil teacher ratio is low at 14.8:1); and the demands of the curriculum.

76 The teaching and support staffs are effectively deployed. Pupils with SEN are appropriately supported and funds provided for them are augmented from within the school's budget. The available accommodation and learning resources are used to good effect.

77 Administrative procedures work satisfactorily. Financial records are carefully maintained and expenditure, including commitment, is appropriately monitored against budget. Spending decisions are taken with care. Administrative spending is similar to other schools although the number of administrative staff deployed is relatively low. The service provided is effective and meets the needs of the school.

78 Taking into account the size of the school, standards pupils have reached on entry, the progress pupils make and the quality of the school's provision, the school offers sound value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

79 At Key Stage 3 results in the English national tests between 1996 and 1998 were close to the national average. In 1998 they were above the national average and in line with schools with pupils from a similar background. Girls achieved higher standards than boys but the difference was less than in many schools nationally. There is evidence of steady improvement in the 1998 and 1999 results.

80 By the end of Key Stage 3 high attaining pupils can read fluently and discuss perceptively what they have read. During a Year 9 lesson on 'Twelfth Night' pupils discussed Shakespeare's humour learning from each other and the teacher. In another Year 9 lesson based on 'Cider With Rosie' they responded sensitively to the characters in the book and their essays displayed an increasingly mature use of a wider written vocabulary. Middle attaining pupils achieve good standards in reading and the mechanical accuracy of their written work is satisfactory. Low attaining pupils listen attentively, can express a point of view and read fluently. In Years 7 and 8 standards of writing are not as secure as in Year 9. Standards of attainment of the present cohort are above average in Year 9 and in line with the national average in Years 7 and 8.

81 At Key Stage 4 results in G.C.S.E English and English literature from 1996 to 1998 were above the national average. In 1998 results in English were well above the national average and just below the national average in English literature. Boys' attainment was stronger in English than in English literature.

82 At the end of Key Stage 4 high attaining pupils can express and argue a point of view both in discussion and in their essays. Their creative writing is often original and of a high standard. Many can evaluate the effectiveness of the writing of Steinbeck and discuss the relevance of the themes in 'An Inspector Calls'. Middle attaining pupils can read fluently; the mechanical accuracy of their written work and control of written standard English are generally good. Low attaining pupils reach satisfactory standards in basic reading and can write longer essays.

83 Pupil attainment in literacy on entry to school is in line with national standards with relatively high numbers of low and high attaining pupils in some year groups. Progress in lessons is satisfactory in Years 7 and 8 and good in Year 9. At Key Stage 4 progress is always good and in some lessons very good. In Years 7 and 8 pupils make good progress in improving their reading skills and extending their written vocabulary. They gain in confidence in expressing their ideas in class discussions and improve their spelling and punctuation. However, high attaining pupils are not given enough opportunities for sustained writing. The pace and challenge of some lessons is insufficient to extend their learning. In Year 9 high attaining pupils develop advanced reading skills and their written work is more sophisticated in content and style. Middle attaining pupils read with increasing confidence and understanding and can express their ideas clearly in class discussions. Low attaining pupils improve their basic reading skills and the accuracy of their spelling and punctuation. At Key Stage 4 high attaining pupils make rapid progress in extending the range and complexity of their reading and can discuss abstract ideas with confidence and intelligence. Middle attaining pupils improve their skills in understanding a wider range of literary texts and start to write longer pieces of work. Low attaining pupils gain confidence in expressing their ideas in writing. SEN pupils make good progress throughout the school in reading, writing and speaking and listening. There is no significant difference in the progress of boys and girls

84 Pupils' attitudes to learning are generally good. Behaviour in Years 9, 10 and 11 is very good indeed. In Years 7 and 8 it is generally good. In some Year 8 lessons boys tend to dominate in class and group discussions. The majority of pupils listen attentively, do homework regularly and improve their powers of concentration as they progress through the school. They use the library well to borrow books for private reading and to research individual topics. In lessons they often support and learn from each other and their teachers.

85 The quality of teaching is never less than satisfactory. At Key Stage 4 it is always good and often very good. In Year 9 teaching is good and it is satisfactory and occasionally good in Years 7 and 8. In the best lessons, teachers demonstrate a sound knowledge of the subject and deliver well planned lessons using a balanced range of effective teaching strategies which include both group and individual tasks. Reading is taught effectively; library lessons are well organised and encourage private reading. The teaching of literature is a strength particularly at Key Stage 4. SEN pupils are well taught in small withdrawal groups and receive effective support from classroom assistants for some of their English lessons. Good relationships with pupils and skilled classroom management ensure a positive learning environment. There is an appropriate emphasis on teaching spelling and punctuation as an integral part of lessons and this has an impact on the accuracy of written work. There is a need to set pupils more written work throughout the school and this is especially the case at Key Stage 3. In order to improve standards further the school should develop the expertise of non-specialist teachers and set more specific targets for pupils to improve their writing. Greater use of computers and specific teaching on how to write different types of essays would help to raise standards.

86 The school is starting to make progress in developing literacy skills across the curriculum. Its policy on assessment and marking is producing a more consistent approach to improving written work. However, at Key Stage 3 there are relatively few opportunities for pupils to write in depth about their work. The school's policy for improving spelling and the development of a written vocabulary has been strengthened by the introduction of the 'Just Words' book which is used across the school with particularly good practice in science. There is some inconsistency in the application of this policy within and between departments. There is a need to teach the different types of writing used by different subjects from the beginning of Key Stage 3. Reading is used effectively in many geography lessons where low attaining pupils are able to extract information from a range of resources. Low attaining pupils at Key Stage 3 and 4 find that some texts presented to them are too difficult. Speaking and listening are well taught across the school. In history and ICT pupils can articulate a point of view and explain their own viewpoints, in mathematics pupils ask questions and contribute suggestions to problem solving exercises and in music they use terminology confidently in oral and written work.

87 Since the last inspection standards of attainment at Key Stage 4 have improved in line with national standards. Attainment in reading is good across the school and the needs of SEN pupils and high attaining pupils are being met. Detailed schemes of work and lesson plans are now in place and are key elements in maintaining and improving standards. The department of three core English teachers and seven non-specialists is very well managed. Resources for teaching are satisfactory. English is taught in many classrooms across the school and some of these rooms limit the range of learning opportunities available to pupils. The library is an excellent learning resource and the full time librarian offers invaluable support to pupils and teachers.

## **Drama**

88 At Key Stages 3 and 4 standards of attainment are high in lessons taught by a specialist teacher. Learning is poor in some lessons at Key Stage 3 due to limited teacher experience and expertise in the subject. In the best lessons pupils develop confidence and expertise in using a variety of drama techniques to examine a wide range of social, cultural and moral issues. In a Year 11 class, pupils explored with considerable sensitivity and maturity issues such as marriage breakdown and unwanted pregnancies. Pupils listen attentively and help each other to learn. They can express their ideas clearly and evaluate the quality of their own work. They improve their speaking and listening skills developing self-esteem and confidence. Many pupils achieve their best grades at GCSE in drama because the teaching is outstanding. It is well planned, creative and always challenging. The department is effectively managed and departmental documentation provides a sound framework for teaching. The drama studio is an excellent resource and promotes effective learning. Some lessons taught in a classroom restrict learning opportunities. The department has a great influence on the spiritual, social, moral and cultural awareness of pupils and extra curricular activities enrich their experiences. Staff development should concentrate on developing the expertise of non-specialist staff.

## Mathematics

89 Across the school as a whole standards of attainment in mathematics are very good.

90 Pupils enter the school at the beginning of Year 7 with overall standards of attainment close to the national average, in some years rather below. They make very good progress during Key Stage 3 so that by the end of the Key Stage their standards of attainment are good. This is confirmed by the results of national testing in the summer of Year 9. For the three years 1996-1998 taken together performance was well above the national average. This was true for all pupils, and for boys and girls considered separately, though overall the performance of girls over the three year period was rather better than that of boys.

91 In 1999 the picture was different. The attainment of both boys and girls on entry three years previously was below average, for girls it was significantly below. Both boys and girls made very good progress over Key Stage 3, so that at the end of the key stage their attainment taken together was above the national average and was good. Separately however there were marked differences. Only just over six out of every ten girls attained Level 5 or better, whereas almost eight out of every ten boys did. More than half of all boys attained Level 6 or better, whereas only just over four out of ten girls did. The performance of the girls was close to the national average for girls; the performance of boys was well above the national average for boys.

92 By the end of Key Stage 3 most pupils have reasonably good facility with the use of the four rules of number. They can work with fractions, decimals and percentages and can use a calculator appropriately and accurately for straightforward operations. They are accustomed to the use of letters to represent numbers in algebra. They are familiar with a range of shapes in two and three dimensions, and with measurements in common use. They can collect data, tabulate it and represent it in suitable graphical form. They can undertake a mathematical enquiry, working systematically and drawing appropriate conclusions. They can use computers to extend their work and to help with its presentation.

93 On the basis of their generally good attainment at the end of Key Stage 3 pupils continue to make very good progress through Key Stage 4, so that by the end of the key stage their attainment overall is very good. This is confirmed by the results of GCSE examinations taken in the summer of Year 11. In both the last two years all pupils entered for the examination obtained a grade in the full range A\*-G, and more than six out of every ten pupils entered gained a grade in the higher range A\*-C. In 1997 the results were exceptional with seven out of every ten pupils gaining a grade in the higher range A\*-C.

94 These results again obscure some significant differences between the attainment of boys and that of girls. In 1997 the attainment of girls was better than that of boys. In 1998 it was much better, by more than twelve percentage points. In that year the results obtained by boys were above the national average for boys; the results obtained by girls were well above the national average for girls, though less good than those of girls the previous year. Differences were almost insignificant in 1999, when just over six out of ten of both boys and girls gained a higher grade A\*-C, and all pupils entered for the examination gained a grade in the full range A\*-G.

95 By the time they leave the school most pupils can work with mathematical problems involving numbers of any size. They can simplify algebraic expressions, draw graphs of functions and use several techniques for the solution of equations. They can calculate the areas and volumes of a variety of shapes in two and three dimensions and can undertake calculations involving trigonometry. They can use a calculator for an extended range of operations. They can employ more sophisticated techniques for the analysis and representation of data and can bring a lengthy and detailed mathematical enquiry to a successful conclusion.

96 Mathematics is an essential tool in the study of several other subjects, and in turn these contribute to the study of mathematics. In science pupils can measure accurately by the end of their first half term in the school. In both science and geography pupils are able to draw graphs as they are needed, and to interpret them appropriately. In technology pupils show good skills of measurement and marking out, the ability to work with solids and nets, and they develop good familiarity with mechanisms.

97 The quality of teaching in mathematics is very good at both Key Stages 3 and 4. Teachers are well qualified and experienced, and their knowledge of their subject is good. Their planning allows for an excellent variety of activities, and very good use is made of practical work and games, and of mathematical investigations and surveys, as well as of mental arithmetic and more conventional exposition, questioning and practice. Co-operation with other subjects and with feeder primary schools through joint projects is excellent. Very good use is made of ICT in mathematical contexts and computers are well used to display statistics and enhance the presentation of pupils' work.

98 Teachers' management of their pupils is very good indeed. Teachers know their pupils well and plan their work carefully to meet their needs. Their assessment of pupils' work is carefully carried through and the techniques used are designed to provide pupils with full information concerning their present standards and future prospects. In relation to coursework this has proved very successful in raising standards by as much as two grades in the case of pupils who had not previously appreciated either the standards required or their own capacity for achieving them. In mental arithmetic lower down the school pupils have their own previous best score as the target to meet, and are awarded a credit for an improvement on that of two marks or more. In addition open ended homeworks are often set so that pupils can continue for longer than the prescribed time if they wish to do so to complete the task or improve their work. Pupils are fully involved in decisions concerning their entry tier for GCSE and this has also proved a powerful motivator to aim high.

99 Teachers use other very thoughtful and effective approaches to optimise the standards achieved by individuals and groups of pupils. Work in using and applying mathematics is unusually strong and boys often respond well to the open ended tasks that are a feature of this work. Lessons are frequently broken down into short tasks so that there is an opportunity for practice before the next new concept or technique is introduced. Unduly long exposition is avoided so that pupils' attention and effort is maintained at the optimum level. All these strategies have proved effective in raising the attainment of boys as seen in their much improved GCSE performance in 1999.

100 Relationships between pupils and teachers are generally very good and are characterised by mutual consideration and respect. Most pupils are very conscientious and do their best to achieve the standards of which they are capable. However, there is a higher proportion than usual of pupils with SEN either for learning difficulty or for behavioural reasons. The latter are very well managed by the skilled and experienced staff of the department so that no poor behaviour was seen in lessons in the course of the inspection. The former are very well provided for through careful individual education plans, good strategies for carrying these out in mathematics, and classroom support when this is available. Individual programmes of study are devised for those pupils whose learning difficulty is greatest. These strategies are very successful and mean that in most years almost all pupils can be entered for GCSE with the expectation of securing a grade.

101 The teaching of mathematics benefits from small classes and a suitable allowance of time. Since the last inspection standards of attainment have been well maintained and in some years improved upon. Standards of teaching are now uniformly very good, with only one or two minor shortcomings such as untidy or illogical presentation of blackboard work occasionally detracting from the work. However there are still problems in relation to textbooks. Old and outdated (and in some cases out of print) textbooks are still having to be used with some classes at both key stages. The accommodation for the teaching of the subject is very poor - three quarters of all lessons take place in temporary classrooms which are very uncomfortable in both hot and cold weather, have very worn floor coverings, poor decoration and virtually no areas for display, let alone more contemporary aids to teaching. The only permanent classroom available to the subject also suffers from sound, heating and health and safety problems all highlighted in recent risk assessment. This progressively worsening provision is eating away at standards in comparison with those that can be attained in better provided schools and departments, and by these very talented and dedicated teachers.

• **Science**

102 Pupils make good progress and attain standards which are above expectations by the end of each key stage. The results of both boys and girls in the 1998 National Curriculum tests for 14-year-olds were well above both the national averages and those of schools having similar proportions of pupils eligible for free school meals. In 1999 they were not quite as high but still well above national averages and above those of similar schools. The 1998 GCSE results were well above average in double science and in line for single science. The proportions of boys and girls gaining A\*- C grades were similar and the proportion gaining A\* or A grades was twice the national average, with girls slightly better than boys. All pupils gained at least a grade G and the results were above those of schools having pupils who performed similarly two years previously. In double science both boys and girls have made significantly better progress than in their other subjects. The results in 1999 were not quite as good as those of 1998.

103 Pupils enter the school with attainment levels which are close to average and their above average performance in subsequent public examinations is a clear indication of the good progress made. This results mainly from their positive attitudes and the good teaching. Additionally pupils are prepared very well for examinations with much use of past examination questions and regular testing. By the end of each key stage pupils have gained good knowledge and secure understanding of the subject matter in each of the attainment targets. Their practical skills also develop well to above expected levels and Year 7 pupils soon learn how to observe and measure accurately and record appropriately and in one lesson were skilfully and carefully using microscopes and accurately recording their observations. By the end of one lesson Year 9 pupils found out about resistances in electrical circuits and applications in everyday life and in another why particular foods are needed to maintain a healthy body. Most Year 9 pupils apply their knowledge well when suggesting how less familiar mixtures may be separated. Higher attainers identify characteristic variations including inherited ones and those affected by the environment and describe effects of selected breeding. Lower attainers know how planetary movements affect the length of days and years. A group of Year 10 pupils on the single science course planned an investigation ensuring it was a fair test. They obtained a suitable range of accurate measurements, displayed their results graphically and successfully evaluated and interpreted them. In another lesson Year 10 pupils quickly gained a secure understanding of the ventilation process and functions of parts of the body involved in it. A group of Year 10 pupils working in large groups interpreted distance-time graphs on a computer screen using light sensors to detect and measure movement. Higher attainers in Year 11 explain bonding in molecules, write equations for chemical reactions and competently handle calculations involving them. Most pupils in Year 11 have a clear understanding of how the body controls its temperature. Lower attainers draw ray diagrams to show refraction and reflection and describe uses made of electromagnetic waves. Pupils have the numeracy skills to enable them to process their experimental results and most display them to a high standard in various graphical ways. Teachers are well aware of the difficulties of pupils with SEN and wherever possible in lessons they give them additional help to ensure they make the same good progress as others. These pupils are in smaller groups and are given suitable tasks. In some lessons they have extra effective in-class support.

104 Pupils respond well to the high expectations of their teachers. They arrive promptly for lessons and settle quickly. In practical work they co-operate with each other extremely well whether working in pairs or in larger groups. They work productively and safely, without constant close supervision, and handle equipment carefully. Their attitudes to homework are good with many spending more than the expected time completing it. They respond well to the comments on their work.

105 The quality of teaching has improved since the last inspection and it is now always satisfactory or better and very good in one half of lessons. Teachers know their subject well and make it comprehensible to pupils at all levels of attainment. They often capture interest by relating relevant personal experiences. They are well aware of examination board requirements and this was used very well in one lesson to improve examination techniques. They know pupils extremely well and by skilful questioning focus individuals, draw out information and check understanding, though in a few lessons there was not enough of this. Teachers use a good range of strategies and frequently use praise, encouragement and humour to good effect. Lessons are well planned often with a variety of activity. Group practical work is purposeful and managed in a safe, orderly manner. Class management is good and pupils are kept busy. Most teachers use very well prepared task and information sheets which avoid unnecessary copying. In one very well prepared lesson there was skilful questioning to recall previous work with short demonstrations and clear exposition to correct misconceptions. A class practical followed in which all pupils were fully engaged, knowing what they had to do and what they were trying to find out. The teacher moved around giving extra help and challenge to individuals. In

conclusion there was class discussion and further demonstrations to reinforce understanding. Very good progress was made in this lesson. Homeworks are purposeful tasks with much effective use of previous examination questions. They are marked promptly with many informative comments that help pupils to move forward.

106 The curriculum is delivered through well-planned schemes of work with much use of task and information sheets ensuring efficient use of time. The department successfully contributes to literacy development by issuing key words at the start of topics which pupils complete as they progress through it. Assessment procedures are very good and much use is made of the information obtained including target setting for identified individuals. The teachers are appropriately qualified and well experienced. They are deployed effectively making full use of specialisms. The technician is efficient and provides the necessary and much valued support. All work hard as a team with much mutual day-to-day support. Leadership is strong and the department is effectively managed using a consultative and supportive approach. There is a clear commitment to high standards and continuous improvement. There is enough accommodation but not all laboratories have full mains services on central benches resulting in crowding in some lessons when pupils are doing practical work. Refurbishment is needed in another laboratory. There are just sufficient resources apart from up-to-date ICT equipment and books for use at home by all pupils. Areas in the school grounds enable pupils to learn about conservation and environmental issues. The department has successfully addressed the issues raised in the last inspection and is in a strong position to sustain improvement.

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## OTHER SUBJECTS OR COURSES

### • Art

107 Overall, the standards of attainment in art reached by the majority of pupils meet or are better than the national average. Attainment on entry in Year 7 is slightly below expectations. Pupils make satisfactory progress in their first three years in the school and by the end of Year 9, the standards reached meet the national average though in a limited range of activities. Knowledge and understanding of the work of artists past and present is well developed as in a Year 7 lesson where pupils were applying their study of pattern in Aboriginal art to illustrations of stories of their choice. In Year 9, pupils were able to recognise the relationship between Expressionism in paintings and in a video of 'The Sandman'. Across Key Stage 3, they develop sound painting skills, an understanding of the use and application of colour, pattern and tone and show appropriate imaginative response to topics. Drawing from direct observation is under-developed though, in the Year 8 lessons observed, pupils demonstrated that, with appropriate challenge, they could observe and record with care.

108 Sound progress is made in lessons at Key Stage 3 but the length of lessons and the overall amount of time for the subject do inhibit progress over time. Though National Curriculum requirements are met in outline, time restrictions do not allow both attainment targets to be covered in sufficient depth. This was a weakness in the last inspection report that has not yet been addressed.

109 Standards of attainment at the end of Key Stage 4 are good indicating that good progress is made from the broadly satisfactory attainment reached at the end of Key Stage 3. The proportion of pupils attaining the higher grades A\*-C in the 1998 GCSE examinations was well above the national average with an average point score per pupil in art well above the average for other subjects in the school. The results achieved in 1998 showed an improvement from the previous year though results fell in 1999 with a smaller entry. Even so, in 1999 a third of candidates gained A\* or A grades. The attainment of girls in 1998 was better than that of the boys though the difference was far less than the difference between boys and girls nationally. In the most recent year, boys' results were slightly higher than those of girls.

110 The work of current Year 11 pupils indicates good attainment by a majority of pupils for this stage of the course. The critical study of art from different times and movements is well developed as in a Year 10 lesson where pupils showed a sound grasp of the principles influencing the work of Graham Sutherland and, in Year 11, where there was good experimentation on a theme of abstraction. Scrutiny of work, however, indicates that some lower attaining pupils find difficulty in using this knowledge in a personal way to enrich their own work. Across Key Stage 4, all pupils demonstrate the ability to work on a large scale with confidence. Painting skills are generally good and pupils show perseverance in modifying and adapting their work to achieve the best outcome. There is, though, an over-reliance on working from secondary source materials with limited use made of drawing from direct observation.

111 At both Key Stages 3 and 4, pupils with SEN make sound progress through individual support from teachers and projects designed to allow all pupils to respond at an appropriate level.

112 Pupils are responsive in lessons and most work with interest and enthusiasm. They concentrate well and are willing to contribute to discussion. Behaviour is generally good though some immaturity was evident at Key Stage 3 when tasks were insufficiently challenging or where organisation was poor. Pupils show respect and consideration for the ideas and work of others and respond positively to themes that encourage their spiritual, moral, social and cultural development. They treat the resources of the art rooms with respect and use materials and equipment sensibly and safely.

113 Overall, the quality of teaching is good. In only one lesson observed was teaching less than satisfactory and in the majority of cases it was good. Teachers have a good command of their subject and lessons are well planned. Organisation is generally good though where teaching was less effective, not enough



care was taken to ensure that all pupils were facing the teacher and paying attention when tasks were introduced. Generally, teachers set clear expectations for pupils and make some good use of demonstration. Much of the teaching is on a one-to-one basis. Whilst this ensures good understanding of pupils' progress, more use could be made of a wider range of strategies to reinforce teaching points at appropriate points in the lesson as in Year 8 lessons observed where there was good use of group discussion and evaluation. The length of lessons at Key Stage 3 does, however, make it difficult to use a range of teaching techniques while allowing a realistic amount of time for practical work.

114 Curriculum content at both key stages is biased towards two-dimensional work with a strong element of critical studies of contemporary and historical art. In the current year, a GNVQ course has been introduced at Key Stage 4 in addition to the opportunities available to pupils to follow GCSE courses in art and design and textiles. Though only a limited range of techniques and media had been used in Years 10 and 11 art and design at the time of inspection, work from the previous year indicated that a more imaginative response using more varied resources is made by the end of the course. Overall, however, across key stages, drawing skills are not sufficiently developed, there is little three-dimensional study and no use to date of ICT though the department had just acquired its first computer. Homework, though appropriate in content, is not structured into the school homework timetable on a regular weekly basis to encourage rigour and provide more opportunity to extend classwork.

115 Teachers have a satisfactory understanding of the progress made by individual pupils and use this knowledge to inform their teaching on a day to day basis. Little use is made of whole school and departmental assessment to inform target setting. Though assessment procedures are appropriate, evaluation of pupils' work should be undertaken more frequently, include pupil self-assessment and provide a more systematic foundation for monitoring progress.

116 The head of department effectively manages the subject with appropriate collaboration between the two teachers on joint course content. Departmental documentation is well considered but with insufficient planning of course content and assessment procedures to ensure that basic experiences such as drawing are properly structured and assessed across all projects and provide a firm basis for course evaluation.

117 There is an appropriate amount of specialist accommodation with two good sized rooms, though these are not organised in an appropriate way to make the best use of the space available for both teaching and storage. A folding screen between the two rooms has a direct and negative impact on standards when noise from one area affects the quality of teaching and learning in the other. The department has a sufficient supply of consumable materials but the provision and maintenance of specialist equipment is poor and limits course content. There are no printmaking facilities, the kiln is inoperable, ICT is not yet fully in place and textile resources need updating.

118 Standards of attainment are slightly lower at Key Stage 3 than at the time of the last inspection but have improved at Key Stage 4. The quality of teaching has generally been maintained. Urgent attention needs to be given to the issue of inadequate teaching time at Key Stage 3 identified as a weakness in 1995 but not yet resolved.

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## **Design and Technology**

119 At the end of Key Stage 3 the standards of attainment are good and above the national average. The majority of pupils achieve the National Curriculum Level 5. However, a larger number of girls achieve Level 6 and their performance is significantly higher than that of the boys. The difference in the attainment of boys and girls is broadly in-line with national trends. The Key Stage 3 courses have been revised since the last inspection and now include resistant materials, textiles and graphics. The separate modules provide a good introduction to a range of designing and making skills. There is good integration of numeracy skills in all DT modules; this was observed in a Year 8 textiles class where pupils learn the basic principles of developing solid

geometrical shapes from a net. Once secure in the concepts, they use this knowledge to design and make hats and bags. In the resistant materials module, pupils learn the design process through problem solving tasks and put this into practice. A good example of the process was observed in a Year 7 class, who researched and made an 'Amazing maze' game using a rolling marble. They explored the different angles of slope needed to change the marble's speed and direction. By the end of the key stage pupils have developed good designing and making skills, as in Year 9, where they design and make a container. Pupils employ the skills of graphics to communicate their ideas and present their designs in a portfolio. The roundabout system that operates throughout the key stage is a weakness. There is an eight-month gap between each of the modules resulting in a loss of continuity in basic skills. Standards of attainment overall have improved since the last inspection when they were found to vary from one area of DT to another.

120 The overall standards of attainment at Key Stage 4 are good. Evidence gained in the observation of classes and scrutiny of work suggests that the present cohort is achieving standards above the national average.

The standard of making skills is very good and one or two of the products made by present Year 11 pupils are of an exceptionally high quality. These include a curved chair design and a secret key box with a decorative lid. The main concern is the differential between boys and girls, which increases during the key stage. It is most pronounced in resistant materials and graphic products where boys' results in the higher grades are well below the national average for boys in similar schools although all gain passes in the A\*-G range. The weakness in much of the boys' work is in the quality of their design capability, research and presentation skills.

Girls' results are significantly above the national average for girls in both subjects. The girls' results bring the combined scores in-line with the national average. The graphic products course has only operated for two years and there has been significant improvement over the past year. The present Year 10, all boy group, are above average in the quality of their work, as in the logo project where they research thoroughly and develop logo designs for a small business. Standards are very good in textiles, where groups include a large percentage of girls; results have improved since the last inspection and are significantly above the national average. The work of the present groups show a very good balancing of designing and making skills, as in a Year 10 group, where pupils employed the design process in planning their work prior to screen-printing and quilting cushions. There has recently been an increase in time allocation at Key Stage 4, and evidence suggests that this has been one of the contributory factors for an upturn in the standards in DT since the previous inspection.

121 Progress is very good at both key stages. New knowledge and skills are introduced through focused practical tasks, which are then applied through broader contexts. The department has worked hard to improve the progress of both boys and girls since the last inspection. Homework is now an important component of all work and is integrated all project work. Folders show pupils to be regularly using ICT in the presentation of their work, and an ICT component is included in all 'design and make' assignments. The revised schemes of work for Key Stage 3 include provision for the development of specific research and investigation skills and there is a broadening of all tasks to make them more open-ended in response to the previous report. Problem-solving elements are included in projects such as the marble rolling game in Year 7 and the structures and mechanisms assignments in Year 8. SEN pupils make very good progress; the departmental staff has a good knowledge of all of the SEN pupils and plan work according to their individual needs. One of the weaknesses identified during the last inspection was that pupils were not assessed against National Curriculum attainment targets. The department has, as a result, developed an effective assessment policy that includes the regular monitoring of attainment and progress and is used for individual target setting.

122 Pupils' attitudes to learning are very good. The majority of classes are enthusiastic and enjoy DT. They arrive promptly to class, settle quickly and fully involve themselves in their tasks. Opportunities to work co-operatively exist in investigation exercises and problem solving tasks. Pupils work both co-operatively and collaboratively in textiles, as observed when pupils developed their ideas for hats using card models. They share ideas and support one another. Pupils develop a maturity and confidence as they progress through each key stage. Levels of concentration are mainly good and there is a pleasant working atmosphere in the department.

123 The quality of teaching is good throughout the department. Teachers are well qualified and have good experience. They make full use of their specialist knowledge and skills to meet pupil needs. Lessons have a considered composition and include a balance of teacher input and practical learning. The majority of lessons have good pace and time and resources are well used. Teacher's questions are suitably open-ended and pupils are encouraged to interact and become involved in discussion. Learning resources are effectively used in lessons; for example, Year 8 pupils studied commercial pop up models when designing containers. Teachers

build upon previous experiences, as observed in the introduction to lessons when previous work is reviewed and the lesson's objectives are set. Teachers provide opportunities for extra-curriculum time during the lunch break. The quality of teaching has improved since the last inspection.

124 Accommodation is of good quality and is well cared for though there is no provision for food technology. Machinery, tools and equipment are old and there has not been any updating or replacement for many years. The fabric printing table has a very worn surface. Much of the recent improvement and renovation has been due to self-help projects, such as the resurfacing of benches by teachers, and the sanding machines built by the technician. There are also health and safety concerns that require prompt action. The lighting in the graphics area is inadequate and well below the recommended lighting requirements for close drawing and the heating in one workshop is noisy, making it impossible to hear instructions from the back of the class.

125 Staff have worked hard in their response to the criticisms made in the last report and addressed the issues other than accommodation and resourcing. Leadership and management are very good, the department is efficiently managed and well led. The department includes excellent part-time technician support. The department has the potential for further improvement.

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### **Geography**

126 Pupils' levels of attainment at the end of both key stages are above the national expectation. When teachers assessed pupils' work in 1999 at the end of Key Stage 3 the results showed that on average boys and girls achieved similar levels. In 1998 GCSE results were above the national average. Boys achieved results well above those achieved by boys nationally. Although in 1999 results declined, girls maintained the standards achieved in 1998, but boys results at the highest levels of A\* and A, declined. The department has carried out a careful analysis of the results, identified areas for improvement, and has implemented clear strategies for further raising pupils' level of attainment.

127 Pupils show good knowledge and understanding of how landscapes are formed and of issues raised by people changing the environment in which they live. They use this knowledge very well to describe and explain features and changes in new areas. In one lesson, for example, pupils in Year 10 were studying a proposal to build a factory on the edge of a city. Working in groups, they used good understanding of the requirements of industry and its effects on the local environment to prepare well thought-out arguments for and against the proposal from the points of view of the different people involved. These were clearly and fluently presented to the rest of the class in a mock public enquiry, during which they engaged in well informed and mature debate. Pupils have weak knowledge of where places are. They have sound knowledge of geographical terms which are used effectively by the higher attaining pupils.

128 All pupils have very good research skills, in finding, collecting, and selecting appropriate information from a wide range of material including books, newspaper articles, and computers. They have a good knowledge of the methods of geographical enquiry, in collecting data, interpreting the results, and reaching conclusions. Pupils can write at length and can plan and write extended reports, particularly at Key Stage 4. They effectively use both first hand information from field visits and material researched from books though spelling is weak. Pupils listen very well both to staff and to other pupils, are able to speak clearly and sustain a discussion. They have good numerical skills and use them effectively to analyse and interpret statistical material.

129 Pupils make good progress throughout the school. Good progress is made in gaining knowledge and understanding because lessons are well prepared, conducted at a brisk pace with clear explanations, and contain a variety of well-structured activities. Research skills are consolidated effectively through appropriate well-managed and well-structured exercises using relevant resources of good quality. Pupils make good gains in their knowledge of geographical terms through the skilful introduction and use of these terms during lessons by teachers. Slower progress is made when pupils are dependent on the teacher to maintain concentration and

expectations are modest. Pupils with SEN make good progress through positive and encouraging support to ensure their full involvement in the lessons, and work which is well matched to their needs.

130 Pupils have a good attitude to the subject, are interested, and well motivated. They act responsibly, can work independently and have a good ability to retain focus and persevere with extended pieces of work. In one lesson, for example, pupils in Year 9 were collecting information to produce fact files on the costs and benefits of contrasting uses of the tropical rainforest. Following a lively introduction pupils worked maturely in both the school library and the classroom, diligently collecting relevant information, proceeding rapidly with the task and maintaining concentration throughout. Pupils co-operate well in pairs and in small groups. The small number of girls in some groups are confident and secure, and make a good contribution to the work of the class by answering questions and joining in debates. Books and files are generally kept in good order, but at Key Stage 3 presentation is often untidy and writing is poorly formed.

131 The quality of teaching is good overall and in almost one third of lessons it is very good. There has been an improvement since the last inspection through greater consistency in maintaining a good pace in lessons and providing for the needs of individual pupils. Lessons start promptly, are well sequenced with the previous lesson and explanations are clear, often with rigorous and challenging questioning. They are always well prepared, well planned and carefully structured with a variety of imaginative activities designed to achieve clear objectives. In one lesson, for example, with pupils in Year 7, the aim was for them to understand the meaning of 'a hierarchy of settlements' and relate this to places in their local area. Following a brisk and lively introduction reviewing the work in the previous lesson with sharp questioning and good use of the board, pupils in pairs sorted a series of cards to consolidate their understanding of the difference between shops and services. They then re-sorted the cards to help them complete a worksheet designed to link this new knowledge to their understanding of settlement hierarchy. The lesson concluded with a discussion relating their findings to the settlements in the local area. Marking varies from good with useful comments to superficial which, as pointed out in the last report, is of limited help to pupils. Homework is purposeful and set regularly.

132 The curriculum meets statutory requirements. There is a sound teaching scheme at Key Stage 3, but the lack of detail at Key Stage 4 results in the firm progression of work not being clearly indicated. There is an excellent programme of fieldwork which provides very good support for GCSE coursework and includes visits to the Yorkshire Dales, London, and the east coast of England. The use of IT is being slowly developed, but this is inhibited by difficulties of access to modern computers. Procedures for the assessment of the progress of pupils are good. The recording of the results is not systematic, and the use of this information to guide individual pupils is not fully exploited.

133 The leadership of the department is very good. There is a good ethos, commitment to high standards and a very good sense of direction for the subject. Two well-equipped geography rooms are not adjacent causing some inefficiency and a lack of departmental identity. Good displays of pupils' work enhance the classroom environment and testify to the hard work and enthusiasm of the well-qualified staff. The quality of resources is good although the textbooks used in Key Stage 3 are out-of-date. The department responded well to the issues raised in the last inspection and is in a good position to make still further improvement.

## **History**

134 Attainment at the end of Key Stage 3 is above average. Pupils handle source materials confidently, can extract relevant information in support of their views, understand the difference between primary and secondary sources and why some may be more useful than others to historians may. Above average attainment is achieved by many pupils in their written work, especially in their knowledge of the periods studied and correct use of historical terms. Many pupils in a Year 9 class observed were attaining above the national average in their ability to select appropriate information from sources, to draw on material studied in earlier topics and to give reasons in support of their views.

135 Attainment at the end of Key Stage 4 is also above average. Most pupils are secure in their

knowledge of the periods and themes studied, know how to use source material to study the past and understand that historians may differ in their views. The standard attained by many pupils in their written work is above average, showing that they can relate their knowledge effectively to the questions posed, that they understand how to use sources critically and how to support their conclusions with evidence.

136 Results at GCSE in two of the past four years have been well above the national average and the proportion of the year group taking the examination is more than twice the national figure. In the 1998 examination the A\*-C pass rate was below the national average, but the average point score was close to the national figure. The performance of girls was below the national average for girls; that for boys matched the national average. In the most recent examination the A\*-C pass rate improved for both boys and girls. The pass rate at grades A\*-G has been above the national average for the past four years.

137 The progress of pupils in Key Stage 3 is very good. The attainment of pupils on entry is average; they make very good progress in Year 7 in acquiring knowledge and developing study skills through a variety of activities in class and for homework. The progress of pupils in a year nine lesson observed was excellent. They were reinforcing and extending previous learning and developing a very good overview of the subject through comparison of past and present. The progress of many pupils with SEN is good, though on occasion the reading level of books used in class is inappropriate for them and their progress is hindered by poor understanding of some of the terms used in describing the past.

138 Pupils' progress in Key Stage 4 is good. They are building effectively on their learning in Key Stage 3, extending their knowledge and developing good study and organisational skills. Lower-attaining pupils in a Year 11 class observed were making excellent progress in their capacity to draw upon previous learning and, using well-structured support materials, to make simple evaluations about the usefulness of different kinds of historical evidence.

139 The response of pupils in both key stages is very good. Their positive attitude to the subject is also indicated by the take up for GCSE, which is well above the national average. The response of pupils in a Year 9 lesson observed was excellent, many relishing the opportunity to express their views and to defend them when challenged. The quality and extent of the written work of many pupils of all abilities shows real engagement and interest in the subject.

140 The quality of teaching in Key Stage 3 is very good. Lessons are lively and well planned. Very good questioning and a brisk inter-active style provide challenge across the full range of ability. Excellent teaching in a Year 9 lesson on the slave trade was marked by a prompt and positive start, the use of good stimulus material and effective reinforcement of the main points covered in the lesson, which was evidently enjoyed by pupils and led to very good progress.

141 The quality of teaching in Key Stage 4 is good. Teachers have good subject knowledge and use a variety of approaches to stimulate pupils' interest and extend their learning. Pupils are thoroughly prepared for the GCSE examination. Good teaching, imaginatively using artefacts from the First World War, was observed in a Year 11 lesson; well-organised group work and varied research activities enabled pupils to deepen their understanding of the period and relate their study to the lives of those caught up in the conflict. In both key stages good relations between teachers and pupils create a purposeful atmosphere in lessons and a positive ethos for learning.

142 The curriculum is well planned to aid continuity and progression in pupils' learning, especially in developing knowledge of significant periods of history and acquiring skills in historical enquiry and the presentation of personal views. Statutory requirements are met. Pupils with SEN receive good in-class support; teachers know the specific needs of these pupils and ensure that they are fully involved in the learning activities which they plan. Pupils' written work is diligently marked and helpful comment is often made but this lacks clear focus on the specific skills set out in the key elements of the national history curriculum. Pupils are encouraged to set their own targets for learning, but these are often general in scope and lack clarity about how they might improve in the skills specific to the study of history. An excellent range of visits to museums and sites of historical importance, including the opportunity for overseas visits, provides a rich enhancement to

pupils' experience of history. Opportunities are provided for pupils to consider a range of moral issues including racism, war and peace and the struggle for civil rights.

143 A committed and enthusiastic teacher gives positive leadership. Statutory requirements for the curriculum, assessment and reporting are met. Developmental planning takes account of forthcoming changes to the history curriculum. The subject is taught by two well-qualified teachers who are committed to the highest standards for their pupils and eager to provide them with an experience of history which helps them to understand how the past influences their own lives.

144 Accommodation is good and very good display of pupils' work creates a stimulating learning environment. Resources are good and the department is developing the use of ICT-supported learning, though this is hampered by difficulties in gaining access to the ICT suite. Improvements have been made since the last inspection to the level of challenge made of the most able pupils. The positive features noted in the last report have been maintained. Improvements need to be made in: the assessment of pupils' work in Key Stage 3, ensuring that is focused clearly on the knowledge and skills set out in the key elements of the National Curriculum for history: helping pupils to set learning targets which are related to these key elements; the provision of materials for lower-attaining pupils which more closely match their reading ability. This is a very good department, making a significant contribution to the social and intellectual development of pupils and to the ethos of the school.

#### **Information and communication technology**

145 Standards of attainment at the end of Key Stage 3 are very good and well above the national average. The good standards reported at the time of the last inspection have been maintained. A majority of pupils are achieving National Curriculum Level 5, and a good proportion achieve Level 6. Boys are achieving standards slightly higher than the girls. The Key Stage 3 course provides a good foundation in the necessary skills and applications of ICT, although the roundabout system restricts pupils to just ten weeks continuous ICT in Years 7 and 9, and eight weeks in Year 8. Pupils are taught keyboard skills, as observed in a Year 7 class where pupils use a software program to good effect. By the end of the key stage most have achieved a basic understanding of touch-typing techniques. Pupils practice their touch-typing skills for fifteen minutes at the start of each lesson throughout the key stage. The ICT applications covered during Key Stage 3 include; word-processing skills, desk top publishing, compiling data for databases, constructing spreadsheets, using computer graphics and use of the CD ROM for research. All projects are relevant and motivating, as in Year 9, where pupils design a pamphlet for a festival. They use Microsoft Publisher to plan a folded advertising flyer for the event; they are able to merge graphics into text, including scanned artwork, downloaded images from CD ROM and clip art. Pupils are capable of selecting suitable fonts to match the style of their pamphlet. During the key stage pupils gain the experience of applying their ICT skills within subjects across the school curriculum, as, for example, in mathematics, where pupils receive regular ICT lessons. This was observed in a Year 7 class, where pupils use Logo to explore symmetry and pattern by plotting the movements of a turtle. In modern languages pupils receive regular assignments that require them to research projects using the library based CD ROM's and in DT all projects include ICT.

146 At Key Stage 4, standards of attainment are good. The most recent examination results of the GCSE short course show pupils to be achieving results that are significantly above the national average. Girls' performance is better than the boys, although the difference is less than it is nationally. Examination results have improved since the last inspection when they were broadly in-line with the national average. Projects are appropriate and include a broad range of challenging tasks. This was observed in Year 10 where pupils research the needs of a small business before designing a company leaflet and logo. They explore the potential of three computer programs before deciding which is most suitable for the task. Year 11 pupils demonstrate their capability to set up a database, including the membership of a sports club and the range and type of holidays available through a travel club. Pupils are confident in the use of computers and have well-developed keyboard skills. Cross-curricular use of ICT was weak at the time of the last inspection, there is now good use of ICT in most subjects and statutory requirements are met. However, limited resources restrict the full extent of cross-curricular application. There is very good use of ICT in music, where pupils use ICT for composition

work and to make backing tracks for vocal arrangements. Use is also very good in mathematics, as seen in Year 11, where pupils use Omnigraph software for quadratic functions. Use of ICT is limited in English where it is mainly used for homework assignments.

147 Progress is very good in both key stages. There is good application and pupils are keen to learn. They make full use of the resources in break times and during the lunch hour. The ICT coordinator monitors all work and marking and assessment sheets are kept in pupils' folders. All pupils are aware of their own attainment level and are provided with targets for improvement through assessment procedures. Progress over time is very good, although it is affected by timetable constraints at both key stages. SEN pupils make very good progress, they are set specific tasks and ICT is used regularly in their work. They receive very good individual attention from the ICT coordinator during lessons. Assessment was a considered weakness at the time of the previous inspection, when it was reported that work was regularly marked but did not indicate what pupils needed to do to improve. It was also noted that pupils were not assessed against National Curriculum requirements. These criticisms have been fully addressed and there has been good improvement in pupils' progress since that time.

148 Pupils' attitudes towards ICT are very good. They enjoy ICT and are attentive in lessons, they concentrate on their work and are well behaved. Pupils make full use of the extra-curricular opportunities provided through open access to the computer rooms, and they make full use of the room during breaks and at lunchtime. Pupils are collaborative when working in-groups and cooperate with one another at all times when working in the computer rooms.

149 Teaching is consistently very good throughout both key stages. The ICT coordinator's subject knowledge is excellent and she uses it to good effect when planning the programmes of work. They provide for good progression in learning and breadth of application. Pupils are highly motivated by the challenging tasks set them. Lessons and the resources used support learning are well prepared. For example, the whiteboard is used effectively to show the layout of the keyboard and the toolbars that accompany different types of software. Good and varied learning strategies are employed during lessons, including well considered open-ended questioning techniques. Pupils are fully involved in discussion regarding the tasks set for them. SEN pupils are provided with individual attention and there is constant feedback and support from the ICT coordinator, though there is no SEN support teacher time allocated for ICT. The quality of teaching has maintained its high standards in the period since the last inspection; it is a major strength in the school and provides good service to the whole curriculum.

150 There is some weakness in resourcing, both in time allocation – one period per week throughout the Key Stage 4 - and in the quality and number of computers available for use. Pupils are required to share computers in examination groups and this has a serious effect upon standards. The ratio of pupils to computers is well below the national average and the computer network is insufficiently powerful to run scanners, or provide for Internet connection. The department does not have an ICT technician, which, in addition to poor resources, places yet another burden upon the ICT co-ordinator.

## • **Modern Foreign Languages**

151 Attainment in French and German by the end of Key Stage 3 is well in line with national expectations. Most pupils understand and react appropriately to the teacher's instructions in the foreign language. Where taped material of native speakers is well prepared and followed up, pupils enjoy success at comprehension. Many are competent at speaking and some can adapt pre-learnt phrases to form new sentences. Through some demanding and sensitive teaching low attaining pupils, many of them on the SEN register, are capable of standards of speaking and listening above those generally expected of them. In a German lesson, for example, pupils confidently gave a variety of details about where they lived using some complex structures. High attainers have a good understanding of past tenses of verbs and are beginning to use them with fair accuracy, in writing and speaking, to describe activities in the recent past.

152 By the end of Key Stage 4 attainment is also in line with national expectations. GCSE results in both

languages over the past three years have been below the average for the school as a whole. However, they have shown a rising trend to the extent that A\*-C grades gained by pupils of French in 1999 were better than the national average for previous years. In spite of lower than average GCSE results in German over the past few years, standards in the current Key Stage 4 are well in line with those expected. Girls' results have been higher than those of boys, and by a greater margin than nationally. Highest attaining pupils do not yet achieve an appropriate number of the top grades A\* and A. In lessons most pupils in Year 11 show sound comprehension of spoken and written language. Many higher and middle attaining pupils write accurately on simple prescribed topics for coursework assignments. Pupils of all attainment levels have difficulty pronouncing the foreign language.

153 At Key Stage 3 the progress pupils make in lessons is good in both languages. Over time, however, progress of some pupils is held back by the low allocation of time they receive for each language. This applies in particular to all Year 7 pupils, who barely reach expected levels because of an allocation of time to each language that is well below the average for secondary schools. Good teaching and pupils' positive attitudes promote strong progress in lessons. This applies equally to low attainers who progress well through some very demanding teaching. In a Year 8 German lesson, for example, all pupils - many of them on the SEN register - made very strong headway throughout the lesson and by the end of it were able confidently to state their preferences for food and drink. They were given every opportunity to involve themselves and practise the new language. The progress of a few lower attaining pupils is slowed down by some non-specialist teaching.

154 At Key Stage 4 the progress of pupils overall is in line with expectations. Pupils at this stage receive an appropriate allocation of time for their chosen language. Those studying German make good headway over the two years through teaching of consistently high quality that both engages and challenges them. Pupils of French mostly receive appropriate teaching, but where this gives them scant opportunity to speak and practise new language, they make only modest gains. The reluctance and inattention of a small number of disaffected pupils in Year 11 provides an obstacle to their learning. Overall in Key Stage 4, progress in reading and writing skills is stronger than in speaking and listening.

155 Most pupils at both key stages have positive attitudes to the learning of foreign languages. They are eager to answer questions in class and listen attentively, particularly when the teaching is rigorous and stimulating. Pupils of low attainment and those with SEN persist in their efforts in spite of the difficulties they experience. At both key stages pupils cooperate sensibly with each other where appropriate and can be trusted to settle to unsupervised tasks. Behaviour is mostly very good. However, a few unmotivated pupils in Key Stage 4, mostly boys, are quickly bored and their restless behaviour can undermine standards for all. Many pupils show very good independent study habits. They look after and organise their folders carefully and many voluntarily word process their written homework.

156 Teaching is good or better in half of lessons; in the remainder it is satisfactory. In most cases teachers have a good command of their language and use it as the principal means of communication in most lessons. Where the language is used consistently and with sensitivity, the benefits are apparent in pupils' strong comprehension. In some cases, however, the foreign language is not used sufficiently, nor is there enough insistence on pupils using it themselves for simple requests. Much of the teaching is challenging; the pace of work is brisk but thorough; new points of language are systematically drilled and rehearsed; pupils are kept busy, active and participating. In such cases standards are above those expected. Some teaching lacks rigour and challenge, failing to extend pupils to their full potential or to give them enough opportunity to be actively involved. Teachers use a good variety of method and resources to present and practise new language. In a few cases, however, teaching would benefit from more use of visual materials, such as the overhead projector; and high attaining pupils require greater recognition of their potential by giving them more demanding and open-ended tasks. Teachers manage pupils with firm encouraging professionalism.

157 Assessment and marking of pupils' work, occurring regularly with results clearly communicated to pupils with ideas for improvement, are a real strength of the department's work, as is the thorough documentation. Leadership of the department is strong and experienced, promoting a commitment to the school's aims and to the raising of standards. Much has been done in the cause of setting targets and planning for the short and medium term. Now the department should direct its focus towards improving and harmonising its approach to good classroom method: starts and ends of lessons; techniques of drilling



language; exploitation of listening texts for teaching as well as testing comprehension; encouraging good pronunciation. The twin objectives of raising the motivation and performance of boys and challenging the highest attaining linguists need to be addressed as a matter of priority. To this end the department should set aside more time to share ideas and discuss a common policy on these issues. All staff teaching languages should receive appropriate professional training. In the spirit of sharing good practice within the department, there would be real benefits from the monitoring of teaching and, where possible, mutual observation.

158 In Year 7 the allocation of time to each language is too low to enable a satisfactory coverage of the schemes of work. This shortfall of time carries through to Years 8 and 9 in the case of pupils in the top set, one third of the year group, who continue to study both languages on two periods per language per week. In many cases this creates gaps of up to six days between some lessons, affecting pupils' recall of new language and the continuity of their learning. These factors impact on standards and on teachers' capacity to provide pupils with a suitable grounding in each language.

159 The department's accommodation, located in three different parts of the school and lacking an identifiable languages area, discourages a collegiate approach to language teaching and provides an obstacle to good management oversight. Much of the accommodation is in need of decoration or repair. A central storage area would encourage better use of space and pooling of resource materials. Under these circumstances the department does well to keep its rooms colourful and appealing with good displays of pupils' work, much of it completed using ICT. Textbooks are not yet sufficient for each pupil to have a copy for home use. In view of the growing benefits of ICT for foreign language learning, and the excellent work already going on in Key Stage 3 German, the department should further develop its use of ICT and add to its small bank of software as soon as funding allows. Regular visits to France and Germany, and the annual "Euro-adventure" trip during activities week, greatly enhance pupils' cultural and linguistic development.

160 Since the last inspection improvements have been made in some areas. Attainment overall is still well in line with expectations; teaching is more secure; progress and response of pupils overall remain good. Some issues mentioned in the last report, however, remain to be addressed and still affect standards. Higher attainers should be challenged more; non-specialist teaching needs greater support; there is a continuing shortage of textbooks; the widely scattered classrooms still prevent good oversight. Provided these and other issues in the present report are properly addressed, the department has the capacity to make further improvements.

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## **Music**

161 Attainment at Key Stage 3 is above average. Progress through the key stage is good from a variable standard on entry to the school. Performing and composing are well developed. This is due in part to a 'skills build' programme within the curriculum, which allows pupils to work individually at guitar, keyboard and computers in rotation as in Year 8 pupils' current work. Pupils of all abilities including those with SEN make good progress in these lessons. Regular rehearsing of these skills in group and class performance means that progress is sustained. This marks a distinct improvement since the last inspection. Year 7 pupils very enthusiastically rehearse their class performance of 'Twist and Shout'. Every pupil plays a part that is individually challenging and high standards are set for ensemble playing. Listening skills are also well developed. Throughout the key stage pupils compare and contrast different styles of music and recognise those elements such as tempo, dynamics, pitch and rhythm which are common to all music. In lessons, Year 8 pupils' skill at analysing these features is generally good, shown particularly when listening to Beethoven's Pastoral Symphony. The slower Tchaikovsky piece, though, presents problems for some pupils, particularly the recognition of beat and time signature. Many pupils can use musical terminology with accuracy and confidence and they build secure knowledge of composers and performers from the past and the present, including those of popular and jazz styles. Statutory teacher assessment at Key Stage 3 for 1999 shows that 95% of pupils are achieving or working beyond the national expectations though this is rather generous. This compares to an average figure nationally of 67%. Whereas the curriculum has been fully and successfully revised since the last inspection, much work still remains to be done on assessment and there is still too little time allocated to the subject at Key Stage 3. The teacher is aware of the shortcomings of the present system, and strategies are

already being developed to put in place a thorough policy for accurate assessment of pupils' work. At present pupils do not assess the quality of their work, and have no knowledge of what is required of them by the end of the key stage.

162 Attainment at Key Stage 4 is average. Whereas many musically able pupils continue to learn instruments and take part in bands, choirs and orchestras, those opting to take music at GCSE level are often among the less able in the subject. However these pupils, including a high proportion of pupils with SEN, find the subject enjoyable and challenging, and within their capabilities they are successful. This is particularly so in Year 10, where only two pupils have instrumental lessons. However all pupils are well motivated and the quality of concentration in lessons is commendable. They develop good performing and composing skills throughout the course and all pupils make good progress, particularly those with SEN. In spite of having to use outdated computers and software, Year 11 pupils use ICT with great skill and confidence. Their compositions using this facility are strong, and show better musical judgement than at the last inspection. Performances in Year 11 are sound and often good. Pop groups within the class achieve a high standard of performance. Intonation, technique and performance style, are all commendable. Progress in lessons is due in good measure to mature attitudes from the pupils and to very good support from the teacher who assists them to set achievable short-term targets. Listening skills continue to be developed through performing and composing. Those skills used in the examination listening test, however, are not rehearsed until the end of the course and therefore are insufficiently developed to ensure the same success. This is borne out by the GCSE results, which are strong for performance and composing and poor for the listening component. In 1998 GCSE results were in line with results nationally. All pupils gained grades A\*-G. Although in 1999 all pupils again achieved grades A\*-G, results for grades A\*-C were less good than in 1998.

163 Pupils are enthusiastic about music at both key stages, in instrumental lessons, and in extra curricular activities. They are keen to talk about their interest in the subject particularly at Key Stage 4. They behave well and are very well managed by their teacher. An ethos of trust has been developed in the department in which relationships are good, and there is much fun and good humour. Group work is effective and well supported. Pupils are well motivated and they can sustain good concentration. Good practice skills are developing through the individual 'skills build' programme. Some pupils have initiated the formation of pop bands, which rehearse outside school hours. During this time they behave responsibly.

164 Teaching in music is good at both key stages. The teacher has very good expertise as a player and director, and in the use of computer and sound technology. Lessons are well planned, and all the equipment is well prepared and used, including a full range of technology. The teacher makes good use of a number of ensemble rooms in lessons. The small space in which many class lessons are taught is used very effectively. Lessons are conducted at a good pace and tasks are challenging across all activities. This marks an improvement since the last inspection. Informal assessments and good advice about pupils' work are a feature of every lesson. The teacher is responsible for the setting up of a recording studio that is used regularly to record the work of all the pupils in the school. This has undoubtedly had an impact on standards of performance. Their CD of original compositions and performances, recorded in the studio, provides opportunities across the curriculum. The pupils design their own cover and it is marketed as a business venture within the school. The standard of performances and compositions is impressively high, and the quality of recording is very good. There is a very pleasing mixture of all musical styles. The recording studio is also the backbone of the department's business unit "Sound Basis", which offers the facility to organisations in the community as a commercial venture.

165 The school offers good quality instrumental lessons on a wide variety of instruments and the take-up rate is good. It also offers violin lessons to pupils of the local primary schools, who then take part in the fine school string orchestra, ably directed by the music teacher and very well supported by the school violin teacher. Further joint ventures are Christmas Services and Summer Concerts. The Wind-band and the Choir also take part in these, and provide further enrichment by performing at Norwich Cathedral, St Andrew's Hall and at the Royal Norfolk Show.

## Physical Education

166 Overall standards of attainment by the end of each key stage are broadly average and in line with national expectations.

167 At the end of Key Stage 3 boys do less well than girls. In netball, girls pass well, think about their game and have sufficiently well developed team skills to enable them to play the game to a good standard. In basketball the boys are more challenging to organise, more likely to be inattentive and consequently their overall standard of play is lower. Within the key stage, in health related exercise (HRE) boys reach higher standards than girls and this is a clear indication of above average levels of personal fitness. There are further differences in swimming where most girls are confident, capable swimmers and able to demonstrate a variety of strokes with well controlled style. Some boys however, swim erratically and their strokes are less well defined.

168 At the end of Key Stage 4 the standards of the leaders in Junior Sports Leader Award (JSLA) groups are above average. Both boys and girls devise, introduce and direct the activities of their groups confidently and the participants, in response, show good overall control within a games situation. Currently there is no other certificated course. Standards in other games within the key stage are variable and in most activities there is a wide range of skill. In soccer, for example, some boys have good ball control and pass accurately; others struggle to make an effective contribution to the game. The highest attainers in a variety of sports represent the school in area and regional teams.

169 Most pupils make progress at a satisfactory rate, those with SEN make clear gains in confidence. There is a distinction between progress made over time and progress made in lessons. The levels of personal fitness reached in the multi-stage fitness tests show clear improvement for most pupils over the time since previous measurements were made. In some lessons, where teaching focuses clearly on what to do in order to improve, progress is good, in Year 9 netball, for example, where strategies at the centre pass became much more effective and consistent. Where learning objectives are not so clearly identified progress is less clear. At Key Stage 4 girls are developing their levels of self-confidence especially in the JSLA group. Individual pupils with learning difficulties are becoming much more effective in managing activities and directing the work of other pupils in their group.

170 Most pupils work positively in their lessons, they show interest in their work and sustain concentration. In some lessons a difference in levels of maturity between boys and girls is evident. A few boys lack focus in their work, their attention strays and they have a tendency to be silly. Most behave well, however, and work well together when opportunities for partner or teamwork are provided. Particularly impressive is the way in which older pupils, both boys and girls, show considerable maturity and provide mutual support in the JSLA groups. Standards of personal kit are good and levels of participation are notably high.

171 The quality of teaching is always at least satisfactory, in over a half of lessons it is good. The teachers know their subject well and there is particularly good evidence of this in the explanations given to pupils in HRE lessons on personal fitness. Most lessons are well planned though not all activities are equally well organised. There are occasions when more attention should be given to setting sharper targets for improvement and where inattentive behaviour should be more swiftly checked. Relationships between teachers and pupils are positive and feedback and support are sensitively offered to meet the needs of all pupils. In the teaching of swimming there are many strong features including proper attention to safety and an insistence on high quality response from pupils of all abilities.

172 The requirements of the National Curriculum are met at both key stages and there are satisfactory arrangements for assessment. The department makes a significant contribution to the schools extra-curricular provision with a good range of opportunities to take part in competitive sports and games. Currently PE is the only National Curriculum subject in the school where programmes of study do not lead to GCSE qualification. The work of the department, the progress of pupils and the overall standards reached are adversely affected by whole school organisational anomalies. Grouping arrangements, timetabling inconsistencies and the deployment of non-specialist staff cause some lack of continuity in PE. There is still some way to go in defining performance indicators in the assessment process and insufficient opportunities are made for pupils to

be involved in evaluative work. The day to day working of the department runs smoothly and documentation is sound. The capacity to develop the work of the department is at present limited by lack of opportunity, though “Curriculum 2000” offers a chance to review overall priorities in PE. The learning environment of the department has no clear focus. There is no office, no display areas and much of the changing accommodation is in a poor state of repair and decoration. In the boys changing room, the state of the flooring and tiling mentioned in the last report has become even worse and the condition of the electric heater is dangerous. Indoor accommodation is cramped.

173 Since the last inspection overall standards have been raised and are now at least satisfactory at the end of both key stages. The link between below average attainment and weaknesses in teaching has been removed by discontinuing “theory lessons” though this leaves scope to devote time in lessons to increasing the pupils’ knowledge and understanding of the principles of all physical activity.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

174 The inspection was carried out by a team of 12 inspectors, including a lay inspector. During the week of the inspection over 150 lessons were inspected as well as registrations and assemblies. A number of extra-curricular activities were seen. Discussions were held with members of the governing body, the headteacher, senior staff, heads of departments and holders of other posts of responsibility. Curriculum, pastoral and administrative matters were discussed with many other members of staff. Inspectors looked at the practical and written work of many pupils. All of the available work in core subjects and the reports of a representative sample of pupils from each year group were scrutinised. Planned discussions were held with these pupils and informal conversations with many more. Before the inspection the Registered Inspector held a meeting attended by 19 parents. The team considered the responses of 118 parents to a questionnaire about their opinions of the school.

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
Year 7 to Year 11	414	18	106	37
Teachers and classes				
Qualified teachers (Year 7 – Year 11)				
	Total number of qualified teachers (full-time equivalent):			27.89
	Number of pupils per qualified teacher:			14.86
Education support staff (Year 7 – Year 11)				
	Total number of education support staff:			9
	Total aggregate hours worked each week:			199
	Percentage of time teachers spend in contact with classes:			75.3
	Average teaching group size:		KS3	21
			KS4	18

· **Financial data**

Financial year:	1998
	£
Total Income	1,117,319
Total Expenditure	1,135,484
Expenditure per pupil	2,756.03
Balance brought forward from previous year	10,447
Balance carried forward to next year	-7,718

## PARENTAL SURVEY

Number of questionnaires sent out: 414

Number of questionnaires returned: 118

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	17	66	13	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	28	62	9	2	0
The school handles complaints from parents well	8	61	24	6	1
The school gives me a clear understanding of what is taught	19	52	19	10	0
The school keeps me well informed about my child(ren)'s progress	24	62	7	7	0
The school enables my child(ren) to achieve a good standard of work	28	64	6	3	0
The school encourages children to get involved in more than just their daily lessons	31	63	5	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	64	8	8	2
The school's values and attitudes have a positive effect on my child(ren)	26	50	15	9	1
The school achieves high standards of good behaviour	15	65	12	8	0
My child(ren) like(s) school	23	56	14	4	3

Note: Nil responses are not included, therefore sum of percentages may not = 100%