

# INSPECTION REPORT

## WEYDON SCHOOL

Farnham

LEA area: Surrey County

Unique reference number: 125254

Headteacher: Mrs L Jackson

Reporting inspector: Mrs Frances Thornton  
5714

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> May 2000

Inspection number: 187574  
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Secondary
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Mixed
School address:	Weydon Lane Farnham Surrey
Postcode:	GU9 8UG
Telephone number:	01252 725052
Fax number:	01252 717213
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Brinsden
Date of previous inspection:	4 <sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Frances Thornton	Registered inspector		What sort of school is it? How high are standards? How well is the school led and managed? What the school should do to improve further.
Richard Gee	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work with parents?
Denise Lynn	Team inspector		Special educational needs Staffing
Hugh Betterton	Team inspector	English	How well are pupils taught?
Howard Chester	Team inspector	Mathematics	Management of finances
James Berry	Team inspector	Science	Resources
Derek Hewett	Team inspector	Modern Languages	Assessment
Ian Smith	Team inspector	Design and technology Business	Work related education including careers. Links with the community and other institutions.
Donna Ratcliff	Team inspector	Geography	
Peter Harle	Team inspector	Music	How good are curricular and other opportunities?
Hugh Magee	Team inspector	Information technology	Provision and assessment for gifted pupils and those with English as an Additional Language
James Bowden	Team inspector	Physical education	Accommodation
Paul Quest	Team inspector	Religious education	Spiritual, moral, social and cultural development.
Jennifer Adey	Team inspector	Art, PSHE	Equal opportunities
Gilbert McGinn	Team inspector	History	

The inspection contractor was:

Capital Inspections  
Chaucer Building  
Canterbury Road  
Morden  
Surrey  
SM4 6PX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Weydon is a comprehensive school, which serves pupils from Farnham Surrey. It is situated to the southwest of Farnham in a mixed area of economic and social backgrounds. The pupils are drawn from six junior schools and include a wide social range and equal numbers of boys and girls. There are 1000 pupils in the school, which is just above the average size of other secondary schools nationally. These figures represent an increase in size since the last inspection when there were 935 pupils. Five per cent of pupils are entitled to free school meals, which is below the national average of 18.1 per cent. The pupils represent the whole range of attainment with more pupils at the higher end of the spectrum. However, a few pupils have an irregular attendance pattern. The population of the school is predominantly white with 96 per cent described as British. A higher number of pupils than in most other schools (2.7 per cent) speak English as an additional language. There is a small group of pupils from a well-established Ahmadiyya Muslim community (1.7 per cent) where the main home language is Urdu. One hundred and seventy pupils have special educational needs, for dyslexia, moderate learning and emotional and behavioural difficulties, which is in line with the national figure of 18.7 percent. Twenty-two pupils have statements, which is broadly average. This is an increase since the previous inspection report which identified 13 pupils with statements. The National Curriculum is disapplied for three pupils.

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

Weydon is a good school, which provides a good quality education for its pupils. Leadership is effective. Compared with national averages, standards are high in most subjects at the end of Key Stages 3 and 4 and are improving steadily. When compared with similar schools, standards at the end of Key Stage 3 are well above the national average in English and mathematics and in line with national averages in science. The proportion of pupils obtaining five or more GCSE grades A\*-C is in line with similar schools. In 1999, the proportion of pupils obtaining five A\*-G was below the average for similar schools, but this was an unusual event caused by underachievement of a few boys. The observation of lessons during the inspection indicated that pupils have good attitudes to school and there is little underachievement. Relationships are good and pupils of all ages show respect for the feelings and beliefs of others. Attendance is good. Teaching is good. Overall, the curriculum is broad and balanced but the programme of study for information technology is not fully implemented in Key Stage 4. Mathematics, music and art are strengths of the school. The provision for moral and social education is very good. The leadership and management are good. The school has made good improvement since the last inspection and it provides good value for money.

#### **What the school does well**

- Very high standards in mathematics and music.
- Teaching is good and helps pupils to learn.
- Leadership and management are good.
- Governors have good involvement in strategic leadership and provide good support for the school.
- Good arrangements for the educational and personal support of pupils.
- Good attitudes and relationships help pupils to achieve.

#### **What could be improved**

- Standards in science.
- Provision for information technology at Key Stage 4.
- The governors do not ensure statutory requirements are met by providing a daily act of collective worship, by reporting to parents in information technology at Key Stage 4 and by ensuring teacher appraisal.

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

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

Since the last inspection, the school has tackled almost all the areas to be improved in the last report and has succeeded in achieving steadily rising standards. The school continues to achieve results, which are well above the national average. Overall results have improved in the percentage of pupils achieving five A\*-C and these results are the same as the results for pupils in similar schools. The percentage of pupils achieving five A\*-G have improved but are below the average for similar schools. The school is energetically addressing the lower performance of some pupils in some subjects and has put in place strategies to improve the achievement of average pupils. It has continued to improve the analysis of individual pupils' achievement and departments have sharpened the monitoring of departmental performance and evaluation of pupils' performance. The development plan has been improved and now includes success criteria. The policy and practices for the support of pupils with special learning needs for literacy have been improved. Pupils make good progress in writing and spelling. A new marking policy has been developed

and there is satisfactory consistency across the departments. A new curriculum and timetable have been introduced effectively. However, there is insufficient time for physical education. Legal requirements have been met for religious education but the school still does not provide a daily act of collective worship.

## STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
End of Key Stage 3 tests (average points)	A	A	A	B
GCSE examinations	A	A	A	D

Key	
Well above average	A
above average	B
	C
below average	D
well below average	E

When pupils enter the school their average level of attainment is above the national average. Overall, pupils achieve good standards in nationally set tests at both fourteen and sixteen. The results pupils achieve are always better than the national average at age fourteen. Standards in English and mathematics have improved. Standards in science show a slight downward trend. The results pupils achieve at age sixteen are better than the national average. In 1999, the percentage of pupils achieving five or more A\*-C and A\*-G was well above average. In almost all subjects, pupils achieve results, which are better than the national average at age sixteen. In science, they are the same as the national average. However, when compared with the results of similar schools, the results were not as good as might be expected in 1999, at age 16. The able and the less able pupils did well. However, within the average group in this year, a proportion of mainly boys did not do as well as expected. This accounted for results, which are below the average for similar schools. High standards have been maintained in most subjects. In the 1999 GCSE results, there were particular strengths in mathematics, music and art and good results in English Literature, geography, business studies and French. The least successful subject was science. Standards of work seen during the inspection confirm the picture given by examination results. In almost all subjects, pupils attain standards, which are well above national average. Careful target setting and individual tutoring is identifying the strengths and weaknesses of individual pupils and appropriate action is being taken.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes to school.
Behaviour, in and out of classrooms	Behaviour is good in class and very good around the school.
Personal development and relationships	Good personal development and relationships. Supportive and co-operative partnership.
Attendance	Attendance is good and above national average.

Pupils' good attitudes to school and learning, their good behaviour and the absence of oppressive behaviour are strengths of the school. Relationships and the climate for learning are good. Pupils work together in lessons and are supported by their teachers. Personal development is good and pupils are willing to take responsibilities. Pupils attend school regularly.

## TEACHING AND LEARNING

Teaching of pupils:	Aged 11-14 Years	aged 14-16 Years	aged over 16 Years
Lessons seen overall	Good	Good	N/A

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

Teaching was at least satisfactory in 99 per cent of lessons, and good or better in 67 per cent. Some very good teaching was observed in most subjects. In these lessons, teachers make clear to pupils what they will be learning, have very high expectations of behaviour and what pupils will learn, make good use of time, use the knowledge of their subjects effectively and demand that pupils do their best. The most effective teaching overall was observed across the school in mathematics, art, physical education and music. In virtually all lessons, teachers manage pupils well, set clear objectives for work and ensure that the pace of work is appropriate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum and meets the needs of pupils apart from provision of information technology and time for core physical education at Key Stage 4 and collective worship.
Provision for pupils with special educational needs	Provision is good. Teachers are aware of individual education plans and adapt their lessons to pupils' needs.
Provision for pupils with English as an additional language	Satisfactory provision is made, although the school does not have a policy for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision. The programme and teaching of personal and social education is good. Provision for moral and social development is very good, and for spiritual development is good. Opportunities for development of their own culture is good, but that of other cultures is less well developed.
How well the school cares for its pupils	The support, guidance and welfare which pupils receive is very good overall and is a strength of the school.

The curriculum meets statutory requirements except for the provision of all strands of Key Stage 4 information technology and time allocation for core physical education at Key Stage 4. The arrangements for collective worship do not meet statutory requirements. The school provides very good support and guidance to pupils; this is strength of the school. The school has improved its partnership with parents. It provides good information through the newsletter and the contact books which parents like. The level of parental involvement is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management is good. The headteacher has a very clear view of how the school should develop to improve standards. She is well supported by the senior management team. Middle managers are improving their leadership skills.
How well the governors fulfil their responsibilities	The governors are well informed and rigorous in their work. They provide support and guidance and are increasingly involved in the strategic direction of the school.

The school's evaluation of its performance	Good. The school carries out detailed monitoring of standards and takes action to follow up this information. Middle managers are developing this skill.
The strategic use of resources	The school's finances are well allocated, efficiently managed and are carefully monitored in order to achieve its developmental priorities.

The school is well led and managed. The headteacher and governors have established clear educational priorities based on raising standards of achievement. The changes have been carried out with agreement after careful consultation with governors, parents and staff. The governors are well informed and provide good support. The school's finances are well allocated, efficiently managed and are carefully monitored by the governing body. Although the improved development plan has strategic targets, which are monitored and linked to budget, the school does not yet analyse the effects of spending decisions on the effects on teaching or standards of achievement. The school is rigorous in applying the principles of best value. Staffing and learning resources are satisfactory, accommodation is good.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Good behaviour.</li> <li>• Good teaching.</li> <li>• The school helps pupils make good progress.</li> <li>• Teachers have high expectations.</li> <li>• The school is well managed and led.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents believe that there is insufficient homework.</li> <li>• Some parents believe they should be better informed about progress.</li> <li>• Some parents believe that the school needs to work more closely with parents.</li> <li>• Some parents believe that a wider range of activities needs to be provided outside lessons.</li> </ul>

Inspectors agree with many of the parents' views. Pupils behave well and there is good teaching, which helps pupils to make good progress. Most teachers have high expectations. The school is well managed and led. The school helps pupils to become mature and responsible. The inspectors found that there was sufficient homework. The school now provides satisfactory information to parents about progress. The school has improved its contact with parents and is working hard to improve the relationship. The school provides a wide range of activities outside lessons but not all pupils use these activities.

## **PART B: COMMENTARY**

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

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

1. The school achieves results in Key Stages 3 and 4, which are well above the national average. On entry to the school the attainment of pupils is well above the national average in English, mathematics and science.
2. In the 1999 end of key stage tests for fourteen year-olds, the proportion of pupils who reached the levels expected for their age and the higher levels were well above the national average in English, mathematics and science. Teacher assessments reflected this attainment apart from science where teacher assessments were much higher than test results. The average grade achieved in each of these subjects was also above the national figures, especially in English.
3. Over the last four years, standards have risen in mathematics and English. In mathematics, although the results were well above the national average at the end of Key Stage 3 tests, they have continued to improve at the same rate as other schools nationally. In English, the trend in results has been more uneven, but with a much higher rate of improvement between 1998 and 1999. In science, results have been uneven, but with a slight downward trend. When compared with the results of similar schools (schools with a similar percentages of pupils who are eligible for free school meals), Weydon's results in the 1999 end of key stage tests were well above in English and mathematics and in line in science. Attainment of both boys and girls is above the national average and the differences between them are not significant. All the results in teacher assessment in the non-core subjects are above the national expectations.
4. In Key Stage 3, pupils' written work and lesson observations confirm the picture given by test results and teacher assessment. Standards of work were high in almost all subjects. Pupils' work is at least at the level that could be expected of their prior attainment. Achievement is satisfactory. In mathematics, music and physical education pupils' achievement is better than could be expected given their previous attainment.
5. Most pupils achieve high standards in public examinations at the age of 16. In the 1999 GCSE examinations, the percentage of pupils who gained five or more passes at grades A\*-C was well above the national average and consistent with similar schools. The more able pupils are progressing well in terms of earlier attainment. There has been gradual improvement in these results since the last inspection. However, within the group of pupils with average prior attainment, a proportion of pupils did not do as well as expected. The proportion of pupils who gained five or more passes at grades A\*-G and the school's average GCSE grade were above the national average and the results have gradually improved since the last inspection. However, the results were below the average for similar schools. A proportion of average pupils performed less well at Weydon than pupils in similar schools nationally. In 1999, the GCSE results of the low average pupils were affected by the poor behaviour of a few pupils. These pupils achieved below what could have been expected by their previous achievement at the end of Key Stage 3. The results of these pupils, affected the school's percentage of five A\*-G and contributed to the below average comparison with similar schools. Attainment of both boys and girls is above the national average, but in line with the national picture girls achieve better than boys.
6. In the 1999 GCSE examinations, all subjects, apart from science, were at least above and many significantly above the national figures for comprehensive schools in the percentages of A\*-C and A\*-G and the average GCSE grade. The results in science were similar to the national average, but show an uneven downward trend. In the 1999 GCSE examinations, some pupils did not perform as well in science as they did in English and mathematics. Science affected the school's overall percentages contributing to the lower results in comparison with similar schools. In the 1999 results, there were particular strengths in mathematics, music and art and good results in English Literature, geography, business studies and French. Standards of work in Key Stage 4 lessons seen during the inspection, confirm the picture given by examination results. In almost all subjects, pupils attain standards, which are above national averages. In science, pupils attain standards, which are in line with national averages. Levels of work in mathematics and music are high and levels of achievement are high in relation to pupils' previous attainment. Pupils achieve average standards in discrete information technology lessons. However, across the school, standards for some pupils are less than could be expected because of insufficient use of information technology in other subjects.

7. These results can be put in context by the information provided by the local education authority. The attainment of pupils who entered the school in Years 7 and 8 were well above the national average in English mathematics and science. However, Key Stage 2 results are not available for the current Year 10 and above. In these years, screening tests show that on entry to the school, the percentage of high achievers was greater than the average for Surrey. In the current Year 10 fifteen percent, of the pupils had low-reading ages. These pupils did well at the end of Year 9 tests and are making good progress.
8. Teachers set targets for individuals based on prior attainment. These targets are used to set school targets. In 2001, these targets are very challenging. In addition, the school has set local targets based on Key Stage 3 results and GCSE results at five A\*-G. The school uses performance data to compare its performance with similar schools. It has identified weaknesses in science and has taken action to improve standards. The school has started to monitor teaching and teaching has improved since the last inspection. The school has also introduced academic tutoring, where pupils meet with their tutors each term to discuss and monitor targets previously set for them.
9. Standards in English are high in both key stages. Achievement is satisfactory overall, but for many pupils it is good. Work seen in Key Stage 3 shows that pupils can read increasingly difficult and demanding texts. Most pupils recognise different styles, such as the writing used in newspapers and magazines and they can grasp the main ideas in Shakespeare's writing. Year 9 pupils can identify how Lady Macbeth's behaviour alters from the language of the play. The writing skills of all levels of attainment, including those with special educational needs, develop well throughout the key stage yet would be improved further by more focused teaching on the structures of different writing forms. Spelling, sentence structures and an understanding of paragraphing show good progress for most pupils throughout the key stage. Most pupils are confident speakers. Work seen in Key Stage 4 shows that pupils are articulate and confident when speaking or making group presentations. Nearly all pupils can offer convincing explanations, for example, about newspaper articles on a range of topics. Less able pupils make good progress in explaining ideas about what they have read. The most able can show understanding of extra meaning conveyed through simile and metaphor. Most pupils can convey their meaning through writing, the most able can write fluently, with good accuracy. Pupils who speak English as an additional language achieve well.
10. Standards in mathematics are high in both key stages. Achievement is good. At Key Stage 3, pupils at all levels gain an appropriate understanding of the principles of algebra. In Year 9, higher attaining pupils are able to solve simultaneous equations. Pupils have good basic skills in number, by the end of the key stage many are able to carry out mathematical operations using both positive and negative numbers. In Key Stage 4, there is a very wide spread of attainment in mathematics. The higher attaining pupils have gained advanced skills in algebra, for example solving quadratic equations by graphical methods. Pupils of average prior attainment can use trigonometry to solve problems. Lower attaining pupils have a better understanding of spatial mathematics such as map work; they have limited skills with basic number. In science lessons, standards and the development of achievement are satisfactory overall. However, the development of achievement is unsatisfactory for some pupils who fail to make one level improvement by the end of the Key Stage 3. There is evidence that these pupils are not challenged in Year 7. They repeat work already learned in Key Stage 2. Progress is rapid in experimental science. Achievement in Key Stage 4 lessons is now satisfactory.
11. Work seen in both key stages shows that standards in almost all other subjects apart from information technology are above national expectations, and achievement is overall satisfactory. Standards in geography, art and music are high and pupils achieve well particularly in Key Stage 4. In music, results are consistently among the best results in the school and this was reflected in the work seen in lessons where some performances were excellent. In geography by the end of Key Stage 4, the majority of pupils can give detailed explanations of glaciers and volcanoes and can link these to human and environmental geography. In art by the end of Key Stage 4, pupils can produce experimental and individual work and they have good research skills. In business studies, pupils can analyse business and economic problems and make decisions and predictions about these problems. In design and technology by the age of sixteen, most pupils can make products of a high standard in a range of materials including wood, metal, plastic, textiles and food. In physical education, high standards have been maintained since the last inspection. In lessons, the majority of sixteen year-olds achieve at or beyond the national expectations in tennis and rounders. In history and modern foreign languages, standards have improved since the last inspection. In history by the end of Key stage 4, most pupils have good historical knowledge and can prioritise causes well. In French and Spanish lessons, attainment is at least average and often above or well above the national expectation. The Spanish results from previous years have been lower than the national average, but only a small number of pupils were entered. The pupils who are studying Spanish in Year 11 will be the first to have studied Spanish for the full five years. In religious education, standards in lessons are above those outlined in the locally agreed syllabus. In drama, standards are high in both key stages. At the end of Key Stage 4, all pupils can perform reasonably well, whilst the more able pupils can display a range of performance

styles. Standards in information technology lessons are satisfactory at both Key Stage 3 and 4. However, overall standards at Key Stage 4 are unsatisfactory because some aspects such as modelling, control and measurement are not covered in subjects.

12. The school has recently produced a *Language Charter* that provides an entitlement for literacy and seeks to be a starting point to improve the provision for literacy teaching across the curriculum. In many subjects, teachers show a satisfactory understanding of the underlying principles. Most departments give due attention to teaching the specialist vocabulary of their subjects. A Year 7 music class used appropriate technical language when comparing and contrasting Balinese and Japanese music. In many classrooms this vocabulary is clearly displayed. Good research skills are encouraged in history, geography, science and design technology. Pupils are encouraged to read aloud in some subjects, yet this is not a regular feature in the majority of subjects. The use of writing frames to help the pupils structure their writing is evident in a few subjects, notably English, but this is not widespread enough to have a successful impact on standards in other subjects. Note taking is a growing feature in many GCSE groups, and is successful in art. However, no consistent approach to the correction of spelling or grammatical features is in place across the school. This often means that some written work is marked ineffectively and pupils are not always sure of how to improve their work. Opportunities to speak in class are developing well and pupils can exchange ideas in several lessons, although much of that is often answering teachers' questions.
13. Although there is no whole school numeracy policy, there has been an audit of numeracy provision across the school. Pupils make use of their knowledge and understanding of mathematics in other subjects of the curriculum. They carry out timing and measurement in physical education. They use tables and graphs to represent results of experiments in science and at higher levels are required to use and manipulate formulae. In geography, pupils use charts and graphs. In information technology pupils make considerable use of spreadsheets and databases with some manipulation of data. However, some pupils show inaccuracy and lack of rigour in some of these applications of mathematics.
14. Gifted and talented pupils are generally making good progress. Departments across the school have developed good strategies for meeting the needs of gifted and talented pupils. For example, two music pupils are currently studying AS music through a link with a local college, and one pupil in Year 11 is taking mathematics at A level. Good provision overall helps pupils with special educational needs make good progress and good attention is given to meeting pupils' needs identified in their individual education plans. However, teachers supporting different subjects are not as effective as they could be when identifying pupils' learning gains or areas of difficulty within the subject they are supporting. Pupils with English as an additional language are making good progress. They are achieving results above the school average. The school has good strategies for meeting the needs of pupils with English as an additional language, who have special educational needs, but teachers in mainstream classrooms need more explicit guidelines to help them support these pupils.

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

15. Pupils' attitudes to school and learning are good. They are very good in mathematics, music and physical education. In the majority of classes in all subjects pupils behave very well, remain on task, and show a positive attitude to their work. Their response was satisfactory or better in all the lessons. They listen to the teacher and respond with enthusiasm. Across all subject areas most pupils engage in extended discussions and explore ideas in depth. Pupils listen carefully to each other and appreciate the contribution that others make. They use resources well and show care in handling equipment in subjects such as science and music. Discussions with parents and evidence from parents' questionnaires indicate that parents believe that the attitudes and values, which the school works to develop in their children, are good.
16. Behaviour throughout most of the school is very good and this makes a positive contribution to learning. Since the last inspection the school has reviewed rewards and sanctions and in consultation with pupils and parents has produced a new Behaviour Management Policy. There is a calm and productive learning climate in most lessons. A very good sense of order is maintained when pupils change rooms and crowd the rather narrow corridors and staircases. There is a very relaxed atmosphere in the dining room at lunchtime and on the school fields at break time. No poor behaviour was observed during the inspection. Pupils are aware of the school rules, and are very polite and courteous to staff and very friendly and helpful to visitors. Pupils show respect for personal and school property and there is no evidence of vandalism and very little litter. A minority of parents have some concerns about pupils' behaviour on their way to school. The inspectors did not find any evidence of this during the week of the inspection.
17. There have been thirty-eight fixed term exclusions, and no permanent exclusions in the reporting year. This is a substantial improvement since the previous inspection, and is below the national average. The strategies to

prevent exclusion have contributed to a further improvement in the current year. Exclusions have been for abusive, aggressive or disruptive behaviour. Incidents of poor behaviour are not tolerated by the school, which takes firm action with the small number of pupils whose behaviour is challenging.

18. Relationships in the school are good. Pupils work well together in lessons, and in the extensive range of extra-curricular activities. There is no racial disharmony or discrimination. There is an atmosphere of supportive and cooperative relationships between pupils and between staff and pupils. Pupils with special educational needs are well integrated into the school community.
19. The personal development of pupils is good. Pupils are represented on the School Council, and consider that their views and suggestions are listened to and acted upon. Senior pupils act as prefects, and carry out their duties with efficiency. Other pupils carry out monitoring and reception duties. A large number of pupils take part in the annual school production.
20. Attendance is good, and at ninety three per cent, above the national average. The rate of unauthorised absence is below the national average. Punctuality to school and lessons are good. Most lessons and the school day begin and end on time. Parents think attendance is good; and that lateness and absences are always followed up.

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

21. The overall quality of teaching is good. Of the 179 lessons seen all but one per cent were at least satisfactory. Teaching was good in 38 per cent of lessons, and very good in 29 per cent. Teaching has improved since the last inspection: it is a strength in the school. In the last inspection teaching was satisfactory or better in 90 percent of lessons, and slightly better at Key Stage 3 than Key Stage 4. Then it was good or better in 58 per cent of lessons. In a wide range of lessons, good practice was evident, but there were some weaknesses in planning for the range of abilities in classes. Since that inspection the school has worked hard to improve the quality of teaching through a range of methods, including the introduction of formal monitoring of teaching, improving induction processes for all staff and making improvements in subject leader and middle manager training. These have been largely successful.
22. The good quality of teaching is one of the major reasons for the purposeful and friendly atmosphere in which most lessons are conducted and for the good quality of education that pupils receive. In Key Stage 3, teaching was at least satisfactory in 99 per cent of lessons observed, and good in 37 percent. It was at least very good in a further 22 percent. In 99 percent of lessons at Key Stage 4, teaching was satisfactory or better. Teaching was good in 37 percent of lessons, and very good in a similar amount. The very high proportion of good teaching makes a significant contribution to the good levels of pupil achievement and their progress.
23. The quality of teaching is good in English and mathematics in both key stages. In science, teaching is satisfactory at both key stages. In Key Stage 3, teaching is good in most other subjects and very good in art and design, physical education and music. In information technology teaching is satisfactory. This pattern is repeated at Key Stage 4. Nearly all subjects have at least some teaching that is very good. The quality of teaching of pupils with special educational needs is good across the school, particularly in the teaching of reading and writing. Across the school, the quality of teaching literacy is satisfactory. In particular subjects, like mathematics, art, music and geography, teachers encourage the use of the technical language of their subjects. In several subjects, notably geography, history and drama, good use is made of oral work to explore topics, reinforce aspects of literacy and deepen understanding. However, this application in other subjects is not consistent enough to have a positive effect on improving the overall quality of pupils' skills and understanding. The teaching of numeracy across all subjects is developing yet is not consistently planned for to make a significant impact on pupils' overall skills. Where it is good; for example, in geography, design and technology and some science lessons, pupils can accurately use data for charts and graphs.
24. Teachers know their subjects well, and this results in a confident approach in the classroom, helps to enthuse pupils and involves them in their learning. They set appropriately high standards for their pupils. This is a particular strength in art at Key Stage 4 and in physical education across the school. The understanding of the higher-attaining pupils is extended in many subjects as well. The fruits of these efforts are evident, for instance, in the pupils' work in English language and English literature in Years 10 and 11 where the quality of many of the analytical essays is impressive. The teachers' knowledge of the individual pupils is a strength of the teaching, leading to appropriate adjustments to lessons to include those who struggle with some of the more demanding concepts. In mathematics, concepts are explained clearly to ensure pupils' understanding. Work and the pace of lessons are generally well matched to pupils' needs. The pupils appreciate the teachers' enthusiasm

for their subjects. In most subjects, teachers combine clarity of purpose with a good use of humour. This leads to classrooms where the atmosphere for learning is effective. However, in a few lessons pupils did not show the same level of interest as in the majority of classrooms because the tasks set did not fully challenge them, or were unclear about what was expected. Pupils did not always have challenging enough tasks in information technology and science lessons, especially in some Key Stage 4 lessons.

25. The great majority of teachers use a variety of methods to ensure that pupils behave well and concentrate, so that they get the most out of lessons. The calm approach adopted in Year 9 modern foreign language lessons leads to a good working atmosphere in which pupils make good progress. The effective use of well-timed praise was seen to improve performance in a Year 9 physical education lesson. High quality practical demonstrations in art reinforce lesson objectives and show pupils what they can achieve. The groundwork in establishing high expectations for behaviour is very effectively laid in Key Stage 3. The pupils come to share with the teachers a commitment to learning and this becomes very firmly rooted as they move through the school. The quality of the teachers' preparation is another key to the effectiveness of teaching across the school. Teachers are particularly adept at providing for the pupils a progressively demanding sequence of activities. Very good teaching in an all boys lower attaining English lesson in Year 8 embodied many of the strengths of the teaching observed. Here the teachers' pace of work, direct teaching and use of searching questions led to very clear explanations of the differences between verb tenses. One pupil, for instance, clearly understood the use of different tenses by the end of the lesson, as at the beginning he had not. In a majority of lessons, the pupils respond to the challenge set by having high expectations for themselves. There are occasional lapses of behaviour, usually when lesson planning does not provide sufficient variety to maintain pupils' interest or motivation, and learning is affected.
26. Lessons are very well paced through an appropriate mixture of whole-class teaching, group and individual work, skilfully matching the teaching style to the purpose of the lesson. Planning is nearly always good for lessons. Teachers are usually clear about what they want to achieve and normally plan the use of time well, although they do not always share their thinking with pupils. Most revise the content of previous lessons comprehensively and crisply, setting reasonable time goals for pupils to work at new topics. A similar number draw lessons to a clear conclusion by identifying significant issues studied. The omission of this final stage in a few lessons makes these lessons less satisfactory. Teaching materials and resources, such as worksheets, over-head projectors, television and video display, are used effectively in most departments. Teaching is occasionally weakened where work is not sufficiently planned or group work is not clearly focused. This was evident in some design and technology classes, and a few business studies lesson. This leads to pupils being set tasks that are too easy or not sufficiently interesting. This is true of some of the teaching of science and of information technology in Key Stage 4. Occasionally, in other lessons, lack of good time management by the teacher took pupils off-task.
27. Parents raised concerns about the amount and quality of the work pupils are expected to do at home. Inspection evidence indicates that the overall use of homework is good and in some departments, such as art and design and technology, it makes a very good contribution to extending pupils' learning. It is closely linked to the pupils' class work and so provides very good opportunities for extended independent work.
28. Pupils with special educational needs are well taught by the learning support department because of the organisation of support, the quality of the materials used and the quality of the teaching of the Award Scheme Development and Accreditation (ASDAN) course. There are some weaknesses in the limited range of teaching styles used when staff support in class. In lessons observed learning support teachers were sensitive in the way that they offered help to pupils and pupils often asked them for assistance, working with them happily. Pupils with behaviour difficulties are very well supported. Learning support staff all made use of the subject teachers plans when working with special needs pupils. Support staff help subject staff develop materials suited to the needs of the pupils. This is often done informally. In information technology, the classroom assistants made a "crib sheet" to help some of the pupils because he noticed that some special educational needs pupils needed a simplified means of accessing the subject.
29. However the style of support in those lessons observed by inspectors is rather narrow and relies on individual support for pupils during the parts of the lesson not taught directly by subject teachers. Additionally the current model of recording does not allow staff to formally identify subject specific learning gains or areas of difficulty in the actual lesson in order to alert the class teacher or to modify future work. Some staff do this informally with their subject teachers, but practice is not consistent and support staff have insufficient means of ensuring that they are consistent in tracking the subject specific learning of prioritised pupils. However, most teachers identify the needs of the small number of pupils for whom English is an additional language, providing appropriate work or individual support where necessary. These pupils have wide-ranging abilities. They manage learning successfully and make good progress. Departments across the school have developed good strategies for

meeting the needs of gifted and talented pupils. This ranges from adapted learning tasks and materials in mainstream lessons through to extension activities and opportunities outside the classroom.

30. Most teachers use day-to-day assessment and marking soundly to support learning across the school, but with insufficient consistency across departments. There is some excellent use of well-targeted feedback and encouragement to persevere beyond the immediate and obvious interpretation of the ideas encountered. In some science lessons, good assessments of presentations and of practical work were evident. In a Year 10 English lesson, good assessments of oral presentations by pupils about challenging poems they had read were given. In several mathematics lessons, pupils reviewed their own work and assessed its effectiveness in a structured way. Good critical assessments of pupils' work are regularly given in physical education, music and art. However, some teachers do not always check what pupils know to decide what to teach next. There is scope for teachers to share existing good practice.
31. The quality of teaching is reflected in the pupils' sound acquisition of skills, knowledge and understanding. Overall the quality of pupils' learning is good and consolidates their previous levels of achievement. Pupils apply themselves to their work with increasing concentration and independence as they move through the school. Through the practice of effective target setting the pupils generally have an accurate knowledge of their learning and of how to improve.

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

32. The school offers a broad and balanced curriculum at Key Stage 3, with provision beyond the national curriculum, which gives pupils a good overall educational experience, including drama for all, and specialist teaching for personal and social education. The school has no formal policies for literacy or numeracy. However, following a review of practice, the school has produced a literacy and language charter, which describes the pupils' entitlement to literacy. Some good practice in literacy was seen in a range of subjects. There is also a generally broad and balanced curriculum at Key Stage 4. However, the coverage of information technology at Key Stage 4 and its application in subjects does not meet statutory requirements. The specific information technology curriculum lacks balance between the various strands. Delivery in subject areas is variable and co-ordination of information technology across the curriculum is not yet fully developed. The time allocation for core physical education in Year 10 is inadequate, and the principle already formally agreed for the next academic year will mean that the time allocation for physical education will continue to be inadequate across the key stage. Provision for religious education at Key Stage 4 is being further developed with the introduction of a short course. Statutory provision in religious education is appropriate, except in the area of the provision of a daily act of worship. Collective worship does not fully meet statutory requirements.
33. The curriculum consultation process is very good, actively involving both staff and parents in the process. Developments are reviewed and their effectiveness assessed. The current 50-minute lesson and two week timetable cycle is the result of such consultation. It carefully balances the demands of most subjects. However, core physical education provision at Key Stage 4 is inadequate because of the lack of time. Other changes include the provision of separate sciences, and the opportunity to take two languages or two humanities at GCSE. There are now GCSE courses in information technology and physical education, and appropriate Certificate of Achievement courses for relevant pupils, with ASDAN courses to extend their opportunities. At the option choice stage for Key Stage 4, pupils are encouraged to take breadth and balance into account when making their choice, normally to good effect. Long and medium-term planning is good in most subjects, adequate in art, information technology and modern foreign languages, and inadequate in religious education.
34. The key issue at the last inspection to review and rationalise timetable provision has been fully and effectively dealt with. The changes in curriculum have resulted in greater access and opportunity for all pupils. Talented linguists can take two languages and pupils have greater choice within the humanities and science options. The school has introduced more work-related learning for pupils who are less motivated by academic subjects. The National Curriculum is disapplied for three pupils. Two pupils have individual behaviour plans and follow English, mathematics and science together with work related activities. A third pupil in Year 10 studies additional English and mathematics; he does not follow a modern foreign language course. Pupils with special educational needs have good access to the whole curriculum. Curriculum provision enables pupils with special

educational needs to make good progress. An ASDAN course has been introduced for pupils who need extra support. Good attention is given to meeting pupils' needs identified in their individual education plans. However, teachers supporting different subjects are not as effective as they could be when identifying pupils' learning gains or areas of difficulty within the subject they are supporting. The provision for gifted and talented pupils is good. The school has developed a clear, explicit policy for gifted and talented pupils, which is effectively implemented by subject staff. Subject areas identify and support pupils according to clear criteria and guidelines. Parents are kept up to date with their children's progress at regular intervals. Pupils with English as an additional language have full access to the school curriculum and provision is satisfactory. However, at present the school does not have an explicit policy for pupils with English as an additional language.

35. The school has a clear commitment to establishing an environment in which pupils spiritual, moral, social and cultural development can flourish. It has recently completed an audit of this aspect and departments are aware of the need to include it in their planning. The overall provision is good, with the provision for social and moral development being very good. There has been an improvement in the quality of this provision since the last inspection apart from the provision of collective worship.
36. The provision for spiritual development is good. Several subjects, particularly history, geography and religious education include time for reflection on spiritual issues. In geography lessons, pupils reflected on the wonder of creation as they considered the power of volcanoes. Study of topics such as the holocaust in history and the story of Ghandi in religious education present opportunities for pupils to consider the spiritual dimension to life. In music and art they are presented with several opportunities to reflect on the inspirational nature of the human response to spiritual issues. Further discussion arise in English where pupils are encouraged to explore their own creativity in poetry.
37. The school lacks facilities for assemblies to take place every day preferring instead to provide good quality assemblies for specific years throughout the week. Of the three assemblies visited during the inspection week only one provided an opportunity for spiritual reflection. Whilst the others did make a positive contribution to pupils' social and moral development, opportunities for spiritual development were missed. On other days, this time is spent in tutor groups. Whilst some tutors did make positive use of this time, the provision varied considerably. The time was not used for spiritual reflection or worship. Because of this the school does not comply with the statutory requirements to provide a daily act of worship.
38. The provision for moral development is very good. A well understood code of conduct lies at the core of the schools provision. This is reinforced in a positive and supportive manner by staff who provide good role models themselves. A well designed and taught programme of personal and social education deals with moral issues. This is complemented by work done in other subjects such as religious education, English, history and physical education. In information technology, pupils are encouraged to discuss the moral issues that are associated with the use of the Internet. In a Year 10 religious education lesson, pupils were considering the issues raised by overpopulation of the world and the way in which China seeks to carry this out through a one-child policy.
39. The provision for social development is good. As well as being covered in lesson time, numerous opportunities for active pupil involvement are interwoven throughout the daily life of the school. An active School Council considers issues that are relevant to school life. They have recently helped produce the home/school policy. Prefects are involved in the daily running of the school setting high standards of behaviour themselves.
40. A large number of pupils become involved in such things as school productions, music events, the running of clubs, reception duties, and helping in the supplementary reading scheme. In the classroom, pupils are encouraged to collaborate in several subjects. Good examples are to be found in science, physical education and modern foreign languages. Several subjects such as history, personal and social education and religious education provide pupils with opportunities to examine social issues. A good example is the unit of work in history which considers the role of women in society. Extra-curricular activities such as the Duke of Edinburgh Award Scheme encourage pupils to become involved in their communities. The school actively supports several charities.
41. The overall provision for cultural development is good, but the provision that the school makes in preparing pupils for life in a multicultural society is only satisfactory. Several subjects such as history, music and art, encourage pupils to explore their own cultural traditions. Visits to the theatre and music concerts extend this provision. Artists regularly visit the school and the music department provides very good extra-curricular activities. Awareness of other cultures is extended through such things as visits to Russia. Whilst religious education includes all the major religions, there is a lack of opportunities for pupils to fully explore the rich diversity of religious festivals and customs that are to be found in our society. Assemblies are not used to

celebrate the festivals of other religions. Both art and music do not fully cover multicultural contributions. Local religious groups are not effectively used.

42. The school helps pupils' learning by organising a wide range of extra-curricular activities across both key stages. These include study support sessions for examination classes, after school extension classes; for example, in French and a homework support club, which has received commercial sponsorship. During Thursday lunchtime, for example, the homework, spelling and web-site construction activities provided a constructive working atmosphere and pupils used them well. Attendance at some other activities was low, for example, the art club for GCSE pupils, the athletics club, and the Key Stage 4 geography GCSE extension club. Pupils it seemed preferred to take advantage of the very warm weather by socialising on the playing fields. Some parents claim not to know the extent of extra-curricular provision and are unhappy that there are no exchange trips for modern foreign languages. Inspectors found there are a wide range of activities throughout the year. Provision for modern foreign languages activities have suffered from lack of pupil interest, a Barcelona trip was recently cancelled because of this. On the other hand, a history department trip to Russia next year is fully booked. The physical education department offers a range of inter-school competitive fixtures as well as recreational activities and there is a very strong and high quality programme of musical extra-curricular activities. Approximately 20 per cent of pupils attend musical extra-curricular activities. The annual major school production is popular and valued by pupils. The Duke of Edinburgh Award scheme (silver and bronze) is very popular and well attended by pupils. Extra-curricular provision makes a valuable contribution to the life of the school and is having a positive effect on pupil attainment and attitudes as well as to their social development.
43. Personal and social education has a high profile in the school. Both the provision and teaching are good. Since the previous inspection, the course has been improved, and from the beginning of this year, lessons in Key Stage 3 have been taught by head of year or senior staff. All classes in this key stage have a 50-minute lesson each week. Topics covered include drugs, youth crime, bullying and moral dilemmas. A very good lesson in Year 9 looked at the pressures on young people brought about by advertising. In this case the focus was on alcohol. By the end of the lesson pupils had a good understanding of what constitutes a unit of alcohol, the dangers involved as well as the impact on disposable income.
44. In Key Stage 4, there has been a cut in the time allocation for Year 10 lessons, to accommodate information technology lessons and pupils in this year now receive one 50-minute lesson each fortnight. This time is mainly used for preparation for work experience, careers and continuation of work on sex education. In line with statutory requirements, the governing body has approved the course and parents may withdraw their children from sex education lessons. There is a programme of visiting speakers in Year 11, which includes representatives from the Samaritans, the police, magistrates, and road safety training section. Topics such as learning to drive, further education and parenthood are discussed. Year 11 pupils watched a video on young drivers in a lesson presented by a Road Safety Officer and were clearly mesmerised by a series of optical tests that demonstrated the difficulty of making accurate observations at speed. The course aims to raise the awareness of pupils on a range of social issues and to develop the skills of forming judgements and expressing opinions. It is monitored and evaluated by the co-ordinator and considered to be of value by the pupils.
45. There is good provision for careers education. The school has a carefully planned programme of careers education and guidance including work experience. The management of work related learning is sound and enables good links to be maintained with the agencies that support the school. The provision enables pupils to make informed career choices, of the range of work opportunities available, the qualifications needed and the skills required. Partnership arrangements with businesses are being developed. A basic skills project with local trade businesses allows a small number of youngsters to benefit from 'real world' experiences and fulfil their associated targets for improvement in school.
46. Links with the community are sound. The school has a range of links from Farnham College, primary schools, youth choirs, businesses and church visits. Links with places of worship of other faiths are limited. The school has student teachers from regional universities and again has established links to promote further educational association.

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

47. The school provides its pupils with very good support, guidance and welfare and this is a strength of the school. The school is a very well ordered and caring community. Staff are very supportive and know their pupils well. Pupils and parents see the school as providing effective support. This support forms the foundation of a good pastoral and academic monitoring system based on tutors under the direction of a head of year. The system works well. A senior teacher provides counselling support. A well-structured and well-taught personal and

social education programme supports pupils' personal development and promotes healthy and safe living. The Code of Practice for Special Educational Needs is fully implemented.

48. The school collects and systematically evaluates information on the progress of pupils. Information collected is used in the formulation of individual support strategies. The system of academic tutoring allows more time for tutors to discuss academic and personal issues on a whole class basis and during one to one interviews.
49. The monitoring of behaviour is formalised and very effective. The school policy on the management of student behaviour includes a good balance of sanctions and rewards. Incident forms may be used for single incidents and individual behaviour plans for more persistent problems. This is part of a strategy to reduce the risk of exclusion. Pupils at risk of permanent exclusion are provided with a personal support plan which is put together with the assistance of the pupil, parents and appropriate external agencies. This system is effective. Last year no pupils were permanently excluded.
50. Class tutors, supported by heads of year, and the Resources Manager carefully monitor attendance. The Education Welfare Officer is in regular contact with the school, and takes appropriate referrals. Attendance and punctuality are strongly promoted to pupils and parents.
51. Procedures for child protection are very good, and staff receive appropriate training. Staff are aware of policies and procedure, and the senior teacher, who is the designated person, maintains excellent liaison with the external agencies. Pupils' well-being and health and safety are well monitored. Very efficient policies and procedures are in place including the recording of fire drills and the logging of routine maintenance of equipment. Governors make regular inspections, and heads of department holds copies of risk assessments. Very good health and safety practice was observed in science and physical education lessons.
52. New pupils are well supported on their transfer from primary school, and the head of Year 7 coordinates the partnership programme with the feeder primaries.
53. The school has sound arrangements for assessing pupils' attainment and progress. A new policy for assessment was implemented in September 1999 in response to criticisms in the last inspection report. Some of the inconsistencies in the marking of pupils' work found during that inspection still exist, although there is now a common framework set out for awarding points for attainment based on National Curriculum levels at Key Stage 3 in conjunction with a grade for effort. At Key Stage 4, GCSE grades are used to recognise attainment alongside the effort grade. This ensures consistency when reporting to parents on pupils' attainment and progress. Subject departments generally use this system and apply it to marking in pupils' books. Although at Key Stage 3, geography and modern foreign languages, for example, do not use the school 25-point score for marking, they only use it for reporting to parents.
54. Different subject areas have flexibility to build on the school policy according to their own needs. However, there is still inconsistency in the way the agreed school grades are supplemented by useful comments informing pupils how they can improve their work. This is true within departments as well as across different subjects of the curriculum. For example in English, not all teachers write helpful comments on pupils' work on a consistent basis, although good feedback is given to pupils about their progress in lessons. In science, teachers mark pupils' work, but they do not always include comments, which help pupils to understand what they should do to improve their work. History teachers mark pupils' work regularly, to a high standard and use encouraging, helpful comments and targets for improvement related to the key skills and elements in the subject. Pupils are also given an assessment summary to stick in their books. This gives detailed advice for improvement and the setting of targets.
55. In modern foreign languages marking is done conscientiously and regularly with comments of praise and encouragement in French or Spanish. However, there is little consistency in providing pupils with strategies for improvement. In geography also the marking is supportive but not very informative about how to improve work. In design technology comments on work are constructive and helpful and in music teacher feedback is highly developmental and focussed on individual need. This is also the case in art, although no central records are kept to enable the tracking of individual progress or the comparison of classes.
56. In information technology and religious education, assessment procedures are unsatisfactory. At Key Stage 3, pupils use an information technology passport to log information technology experience across the curriculum. This is not moderated, and staff are not fully trained in its use. There are limited opportunities for assessing the use of information technology across the curriculum. Feedback to pupils is useful for certain strands of the information technology curriculum only and teacher assessments at the end of Key Stage 3 are over optimistic. At Key Stage 4, GCSE short course provision in information technology is good. In Year 10, assessment in specialist information technology lessons is sound but there is no effective assessment of information technology skills in subject areas. In Year 11, there are no discrete lessons for information technology and no assessment at

all. In religious education, there is no framework for assessment. The agreed syllabus does not contain level descriptors and so it is difficult to track pupil progress. Individual marking and feedback to pupils does take place, however, and some records are kept.

57. The school fully meets the recommendations of the Code of Practice for pupils on the register of special educational needs. The school analyses pupils' needs in a satisfactory manner and ensures that the statutory requirements to carry out annual reviews for pupils with special educational needs are met. There is a link between English and the special needs department for assessing reading and spelling. Assessment of individual needs is well linked to individual education plans and support staff focus appropriately to meet pupils' targets. However, there is insufficient review of learning gains for pupils in subjects. Where this does take place, it is inconsistent. Procedures for monitoring the performance of gifted and talented pupils is good at subject level and satisfactory at whole school level. Pupils with English as an additional language make good progress but there are no procedures for monitoring their performance.
  
58. The school uses its assessment information to guide its planning in most subjects of the curriculum. Assessment information is used quite effectively for planning further work in English at Key Stage 3, although the lack of fully-developed schemes of work at Key Stage 4 make this process difficult. In science on the other hand, the schemes of work are reviewed annually on the basis of assessment of pupils' work. In history, more challenging teaching strategies and rigorous monitoring of Key Stage 3 data have been introduced in response to lower GCSE results in 1999. History teachers respond well to individual assessments at Key Stage 3, but do not analyse performance annually in order to inform planning more accurately.
  
59. The school provides effective support and advice for all its pupils, informed by the monitoring of their academic progress. This is done through a system of academic tutoring, which was introduced last year. This involves pupils meeting with their tutors each term to discuss progress in their school subjects against targets previously set. They set new targets for further improvement. A pupil progress chart has just been introduced for Year 7 discussions. This gives an indication of progress for individual pupils based on Key Stage 2 and other assessment data, plotted against a line of increasing progress and challenge. Early indications are that pupils find this helpful. They enjoy the challenge of setting targets and appreciate the one-to-one contact with the form tutor. There is still insufficient liaison between pupils and subject teachers, however, to enable the setting of better subject-specific targets and ways of meeting them. All staff have been trained and have an academic tutoring handbook, which contains amongst other things, key prompts and an agenda for each meeting. The majority of the staff also sees the benefits of the system.

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

60. The school enjoys an effective partnership with parents. Parents' views of the school are positive and supportive although a small minority have concerns. The school has a policy of encouraging a strong partnership with parents, and is open and welcoming. Since her appointment, the headteacher has surveyed parental views by questionnaire. She has held a number of parent forums and has listened carefully to the views of parents. This work has been followed up with more frequent communication between home and school, more opportunities for parents to discuss curriculum and progress, and changes to the curriculum. There is a home/school agreement, which the school is promoting in the induction interviews with parents and pupils. However, some parents questioned whether the school worked closely with parents. Parents who attended the meeting before the inspection believe that the school is more welcoming. They also believe that parents are listened to, for example, when a parent was concerned about a supply teacher, she was listened to, and the issue was resolved rapidly. The school provides extensive information to parents. The school newsletter "Weydonian" provides detailed information on the life of the school and the prospectus is clear and informative. The governors' annual report to parents contains the required information.
  
61. Some parents have concerns about the amount of homework set. At the parents' meeting, this concern focused on boys in Year 7, whereas girls in Year 7 had sufficient homework. There is a clear homework policy, which is monitored by heads of year. The amount of homework gradually increases from one hour per night in Year 7 to two hours in Year 11. During the inspection, teachers set homework regularly.
  
62. A significant minority of parents did not consider that they were well informed about progress. The quality of the annual reports on progress to parents is satisfactory. Parents like the new grade sheet that the school has

introduced. In response to parental concerns, the school provides an additional grade sheet to Year 8 parents. However, the school does not include in its reports to parents a comment on standards in Key Stage 4 information technology, and therefore, does not meet the statutory requirement. The homework planner is a very effective method of recording progress, highlighting targets and acting as a conduit between home and school. They are well used by parents and teachers.

63. Other parents did not think that the school provided a good range of activities outside lessons. There is a wide range of extra-curricular activities provided by the school but these are not always well supported by pupils. The school believes this is due to lack of effective promotion.
64. Parents are appropriately involved in identifying need and in reviewing provision and progress for pupils with special educational needs. There is a home/school agreement, which the school is promoting in the induction interviews with parents and pupils. Parents of gifted and talented pupils are involved from the earliest stage of the school's provision. They are sent a copy of the registration form an identification of the pupils and they are informed of progress through the regular reporting system. Liaison with parents of pupils with English as an additional language is satisfactory, although explicit procedures are not in place.
65. The impact of parents' involvement with the work of the school is good. There is an active parents' and teachers' association, which raises useful funds for the school. Parents are very supportive of pupils; for example, they have purchased musical instruments. They support pupils at home, monitor the homework planner, and respond to requests from school to participate in consultation and policy formation. Parents assist in the library, and with sports clubs.

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

66. The school is well led and managed. The present headteacher has been in post for two years. During this time she has shown good leadership in establishing clear educational priorities based on raising standards. The senior management team has supported her work and they have worked hard to implement all the key issues identified in the last report in March 1996. Some of these are still being implemented. The school has maintained high levels of achievement in many subjects and continued to work to bring up standards in other subjects. Departments are now involved in the analysis of value added data as a tool for improvement. The school development plan has been improved, and almost all departments produce their own plans linked to school priorities. The school has reviewed its policies and practices for pupils with special education needs and pupils' progress in literacy is regularly assessed. However, the literacy policy is not yet fully in place, although this is an area where the school has plans to improve provision. A new marking policy has been developed and there is satisfactory consistency across the departments. The deputy headteacher has effectively introduced a new curriculum and timetable. The timetabled time in each week has been increased to make better allowance for information technology, personal and social education, together with additional options in Key Stage 4 and individual pupil tutorials. The resources manager manages the accommodation very effectively. Good attendance has been maintained.
67. Appropriate and clear aims have been developed in consultation with all staff, governors, parents and pupils. These aims encourage self-discipline and the school is a harmonious community with good relationships and no oppressive behaviour. Governors, staff and pupils are proud of the school. The headteacher has encouraged partnership with parents in a number of ways and the parents value this. In particular she worked with governors to provide workshops for parents when the school introduced new initiatives. She has good communication skills. In all the new initiatives, the headteacher has increased the involvement of middle managers to increase their effectiveness in raising standards. The headteacher knows what needs to be done and has obtained additional information from staff and parent surveys. There is a shared commitment to improve standards confirmed by the observation of good teaching in the school.
68. The school development plan is effective and has been planned with all staff and governors. It is much improved since the last inspection. The development plan has clear links to the previous OFSTED action plan and to priorities in the Local Education Authority. Involvement in the process of development planning has made staff more aware of what needs to be done. Departments such as English, mathematics, history, music and physical education have responded well to the whole school priorities and have established clear success criteria. During the last year, a senior teacher has successfully introduced academic tutoring for each pupil, to involve and help

them to improve their work and to help staff to track progress. Development planning and financial planning are closely linked.

69. The school's finances are well allocated, efficiently managed and are carefully monitored by the governing body. Compared with similar schools, levels of expenditure on buildings and support staff are average and on cleaning and caretaking are low, whilst spending on teaching staff is somewhat above average. During 1999/2000 the level of spending on information and communications technology was high, inflated by expansion of the learning resource area and supported by government grants. The spending of other government grants is carefully accounted for and allows for expenditure on teachers' professional development, governor training, assessment, security, literacy development, qualifications and the working environment. Donations were received from a local trust and company, and from the parents' association.
70. In January 1998, the local authority carried out an audit and all the recommendations made were carried out quickly. The school manages its finances efficiently and this information ensures the school management and governors are provided with the necessary information upon which to base decisions. Governors are provided with regular reports on the state of the budget, allowing them to monitor expenditure. Although there is good control, there is insufficient analysis of the effects of spending decisions on the quality of outcomes, for example the effects on teaching or standards of achievement. The school does compare its costs with those of similar schools and is able to demonstrate that it achieves high standards within average or low costs. Educational activities beyond the statutory curriculum are well provided for, including drama, music, the Duke of Edinburgh Award Scheme, school journeys which are well justified in extending opportunities for pupils.
71. The school takes advantage of a number of contracts for services established by the local authority, including that for the maintenance of resource for information technology from which they derive good value. When service contracts come up for renewal, the school gives consideration to the cost and value of alternatives. The school makes good use of best value principles in using resources. The work of the finance officer and the resources manager contribute to the efficient management and control of the schools resources. The senior management and governors consult widely on proposed changes and decisions that will entail major expenditure.
72. Within the school, there is clear delegation. Staff know their responsibilities, they have negotiated clear job descriptions. The retirement of a deputy headteacher led to restructuring of responsibilities within the senior management team. Most heads of department provide good management. The school is providing effective support to departments such as science where standards have shown a downward trend. However, there is less clarity in the responsibilities of the head of information technology. The head of information technology has managed effectively the introduction of discrete information technology. However, he has had insufficient support to implement the teaching and assessment of information technology across the curriculum.
73. The governors bring to the school a good range of expertise. They are very well informed by reports from the headteacher and by departmental presentations to curriculum committee. Heads of department regularly attend meetings of the governing body. Governors find out for themselves how things are going. Governors have links with departments and a few have visited the departments. Each term, a governor is involved in a health and safety survey. Each month, a member of the finance committee attends a financial monitoring meeting, together with the finance officer and the senior management team. The special education needs governor has recently changed, but has already had meetings with the head of department.
74. Governors have good involvement in strategic direction of the school. They have been involved in developing how the school will look in five years time. They look at and comment on draft versions of the school development plan. Governors concern themselves with major initiatives affecting the school. They relate finance to key priorities. For example they agreed finance to improve standards in science. Recently, they have had an extensive debate on the different achievements of boys and girls. The governors have implemented all the targets from the last inspection apart from meeting statutory requirements for collective worship. They have debated this issue, but decided that the implementation of collective worship was not possible. They monitor implementation of the school development plan twice each year and as part of the performance management review of the headteacher. They have approved ambitious statutory and local targets for the next three years.
75. The school carries out a detailed review of standards using national and local data. Although results continue to be well above national averages, the school has identified that some middle ability boys are underachieving and is trying to establish a culture where these boys want to succeed. It has set up single sex English groups to provide work that is more relevant to boys. A key objective in the school development plan is to improve the

departments' use of data to improve performance. The school has introduced formal review of teaching this year. Each head of department has monitored the work of some teachers. The quality of teaching has improved since the last inspection. The headteacher and deputy headteacher have monitored the engagement of pupils and will feedback their observations at an in-service training day. The senior management team review departments twice each year. The first meeting is to consider examination results and to check if target negotiated the previous year have been achieved. The second meeting focuses on progress in meeting targets within the departmental plan.

76. The management of provision for gifted and talented pupils is good overall. A clear subject-based system is in place and each department reviews provision annually. A central register is kept of gifted and talented pupils. The learning support department is well managed, and leadership is good. The department is active in providing for the needs of its pupils.
77. The effectiveness of the school's use of new technology, including information and communication technology, is satisfactory. Extensive use is made of administration software, including assessment and finance modules. The school plans to introduce information technology systems to manage registration and attendance as soon as suitable software becomes available. The operation of school systems is well supported by the LEA professional support service. Data management meets all legal requirements and is protected by good security procedures and regular data backup. Administrative staff have received adequate training to develop their information technology skills and knowledge of school systems. The school is in the process of establishing a secure link between the administration and curriculum information technology systems. The use of the Internet and email has been introduced across the school and is in the early stages of development. The learning resource centre makes good use of the "Alice" library management software.
78. The staff is well qualified in the subject they teach, except for those teaching religious education. Staffing numbers meet the needs of pupils. Although appraisal is not in place, heads of department review the work of their staff and set targets for future work. The last report said that appraisal was well developed but that there was a weak link to training needs. This is improved because of better departmental development planning. The last report said that induction programmes were good and they remain so. Staff development procedures are clear and good use is made of in-house training. A recent successful focus has been to improve monitoring techniques. Staff development is focused on the key priority areas. The school has introduced new initiatives such as academic tutoring, the process of producing a development plan and the monitoring of teaching in a carefully structured way to enable all staff to understand and to be committed to the new initiatives. The heads of department are now involved in classroom observation. External advisers have worked with the heads of department to help develop their classroom observation skills. In other areas such as science, the external advisor worked with the head of department to give advice on how to improve standards. There is some evidence that this is starting to be effective. All of these initiatives indicate that staff development is effective.
79. The quantity and quality of accommodation is good for the current number of pupils, except for the dining hall and the physical education facilities. The school's resource officer manages accommodation very effectively and it runs to full capacity. The accommodation is well maintained and the caretaker and his staff ensure the building and grounds are clean and tidy. Since the last inspection, the quality of accommodation has been improved. The present quality and quantity of accommodation helps pupils' learning. The quality of accommodation for physical education is soon to be improved by the provision of a new sports hall. The school dining hall is very small and provides only sixty-four seats, which involves a rapid change around for the numbers who eat lunch in the dining hall. It also means that other areas have to be used to cope with the present number of pupils. The standard of display around the school is good. Teachers use pupils' work effectively to improve pupils' learning and to create a stimulating environment. Full access to the building is not possible for those who use wheelchairs.
80. Learning resources are satisfactory overall. However, the ratio of computers to pupils is below the national average and there are some information technology shortages in departments such as maths, science and music. In modern foreign languages and technology, the resources are good and in science there are enough textbooks for every pupil to retain their own from Year 8. The learning resource centre is well stocked: it provides pupils with a good range of books across the curriculum, also computer resources including CD-ROMS and Internet applications. Pupils make effective use of the learning resource centre. There are good playing fields and use is made of local resources, such as grounds and the River Wey for science fieldwork. All age groups benefit from visits further afield to museums, theatres and historical sites. History resources, which were found wanting at the last inspection are now much improved, especially the availability of textbooks.

81. Taking into account the pupils' high standards of achievement on entry, the school is effective in maintaining high standards of achievement in most subjects. The school provides a good quality of education at average or low cost, and therefore the school gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

82. In order to improve further the school's senior management and governors need to:

### **Raise standards of achievement in science by:**

- continuing the present initiatives already identified in the science action plan (see paragraph 106);
- ensuring that the work set challenges all pupils particularly in Year 7 (see paragraph 103);
- ensuring that all teachers fully engage all pupils' attention effectively (see paragraph 103);
- ensuring that marking tells pupils what they must do to improve their work (see paragraph 105)
- ensuring that pupils are provided with extra-curricular activities in order to enrich the curriculum (see paragraph 105);
- ensuring that information technology is used in the science curriculum (see paragraph 105);

### **To improve standards in information technology at Key Stage 4 as identified in the school development plan by:**

- supporting the head of information technology in the management of information technology across the curriculum (see paragraphs 151 and 152);
- improving the use of information technology across the curriculum (paragraph 147 and 148);
- improving and revising schemes of work in the subjects to ensure that all strands of National Curriculum information technology are covered (paragraph 147 and 148);
- at Key Stage 4, rigorously monitoring teaching and assessment of pupils' progress (paragraphs 149 and 152).

### **Ensure that statutory requirements are met by:**

- reporting to parents in information technology at Key Stage 4 (see paragraph 149)
- as identified in the school development plan ensuring teacher appraisal (see paragraph 78)
- providing a daily act of collective worship (see paragraph 37).

In addition to the more major issues above, the school should act upon the following less important weaknesses to be considered for inclusion in the action plan:

Improve the pupils' preparation for a multicultural society by:

- co-ordinating the approach to ensure that pupils are prepared for the diversity of life in Britain (paragraph 41)
- further increasing pupils' understanding of different cultural traditions; including recognising the contribution of many cultures to mathematics and to scientific and technological development (paragraph 41);
- making use of pupils' own culture within the curriculum (paragraph 41).

Allocate sufficient time for physical education (paragraph 32);

Consolidate the current support identified in the school development plan for literacy and numeracy across the curriculum (see paragraph 12);

Ensure consistency in marking (paragraph 52);

Develop the role of the support teachers (paragraph 14 and 29);

Further develop strategies to improve boys' achievement (paragraph 75).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	179
Number of discussions with staff, governors, other adults and pupils	57

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	28	38	32	1	0	0

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

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

#### **Pupils on the school's roll**

	Y7- Y11	Sixth form
Number of pupils on the school's roll	1000	N/A
Number of full-time pupils eligible for free school meals	30	N/A

#### **Special educational needs**

	Y7- Y11	Sixth form
Number of pupils with statements of special educational needs	22	N/A
Number of pupils on the school's special educational needs register	167	N/A

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	34

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	33

### *Attendance*

#### **Authorised absence**

	%
School data	6.4
National comparative data	7.9

#### **Unauthorised absence**

	%
School data	0.5
National comparative data	1.1

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

*Attainment at the end of Key Stage 3*

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	104	98	202

<i>National Curriculum Test/Task Results</i>		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	80	86	80
	Girls	83	76	68
	Total	163	162	148
Percentage of pupils at NC level 5 or above	School	80 (80)	80 (77)	73 (71)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC level 6 or above	School	60 (47)	60 (59)	35 (34)
	National	28 (35)	38 (36)	23 (27)

<b>Teachers' Assessments</b>		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	80	92	88
	Girls	80	80	79
	Total	160	172	167
Percentage of pupils at NC level 5 or above	School	80 (79)	85 (79)	83 (83)
	National	64 (62)	64 (63)	60 (62)
Percentage of pupils at NC level 6 or above	School	57 (42)	56 (62)	43 (40)
	National	31 (31)	37 (37)	28 (31)

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

*Attainment at the end of Key Stage 4*

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	82	100	182

<b>GCSE results</b>		5 or more grades A*-C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	46	77	79
	Girls	71	97	97
	Total	117	174	176
Percentage of pupils achieving the standard specified	School	64 (63.4)	96 (92.5)	97 (96)
	National	46.3 (44.6)	90.7 (89.8)	95.5 (93)

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

<b>GCSE results</b>		GCSE point score
Average point score per pupil	School	43.4 (43)
	National	37.8 (36.8)

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

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	n/a

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	17
Bangladeshi	5
Chinese	1
White	966
Any other minority ethnic group	9

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	38	0
Other minority ethnic groups	0	0

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

**Teachers and classes****Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	60
Number of pupils per qualified teacher	19:1

*FTE means full-time equivalent.*

**Education support staff: Y7 – Y11**

Total number of education support staff	9.0
Total aggregate hours worked per week	171

**Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	79.7
---	------

**Average teaching group size: Y7 – Y11**

Key Stage 3	24.0
Key Stage 4	22.2

**Financial information**

Financial year	1998/99
----------------	---------

	£
Total income	2096513
Total expenditure	2093993
Expenditure per pupil	2175
Balance brought forward from previous year	122917
Balance carried forward to next year	125437

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

**Questionnaire return rate**

Number of questionnaires sent out

1000

Number of questionnaires returned

123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	32	51	10	5	2
My child is making good progress in school.	39	48	7	3	2
Behaviour in the school is good.	15	68	9	3	5
My child gets the right amount of work to do at home.	12	63	20	4	1
The teaching is good.	25	57	10	1	7
I am kept well informed about how my child is getting on.	24	53	20	3	1
I would feel comfortable about approaching the school with questions or a problem.	48	41	9	2	0
The school expects my child to work hard and achieve his or her best.	39	50	6	3	2
The school works closely with parents.	20	57	16	3	3
The school is well led and managed.	45	47	4	2	2
The school is helping my child become mature and responsible.	34	53	7	3	2
The school provides an interesting range of activities outside lessons.	13	50	15	9	14

**Other issues raised by parents**

Inspectors agree with many of the parents' views. However, the inspectors found that there was sufficient homework. At the parents' meeting, parents thought the reports had improved and the inspectors agreed. Parents also liked the arrangements for open evening, but some Year 7 parents did not like the appointment system. The school has improved its contact with parents and is working hard to improve the relationship. The school provides a wide range of activities outside lessons but not all pupils use these activities. A small number of parents were concerned about added value and questioned if the average child is catered for. The inspectors found that in lessons, the average child is catered for, but last year, a few boys within the average group underachieved at age 16. Most parents thought that SEN support is good. A few parents thought that there had been some problems caused by the changes in staffing due to maternity leave. Parents were concerned about the limited space available for pupils to eat lunch. The dining hall is very small, but the school manages the limited provision effectively.

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

### **ENGLISH**

83. The overall standards that pupils achieve at the end of Key Stage 3 and Key Stage 4 at the ages of 14 and 16 are well above the level expected for pupils of the same age nationally. In the 1999 National Tests at the end of Key Stage 3, the proportion of pupils attaining Level 5 and above was well above the national average. The proportion of pupils attaining Level 6 and above was well above the national average as well. Teacher assessment results also reflect this attainment. The average points score attained by pupils in 1999 was well above the national average when compared with all schools and well above average when compared with schools with pupils from similar backgrounds. Over the last three years, results have been well above the national average and although boys do less well than girls, the gap in 1999 was much smaller than the gap nationally.
84. In 1999, the proportion of pupils gaining grades A\*-C was well above the national average and above the national average for grades A\*-G. Results are consistently above the national average, though the percentage of A\* and A grades slipped slightly in 1999. Girls achieve higher grades than boys and the gap between boys' and girls' grades widened considerably last year. Pupils' results in English are not significantly different from those they achieved in other subjects. The English Literature grades are well above those achieved in other schools at grades A\*-C. Again girls' results are significantly better than boys. When comparing results in English Literature with other examinations pupils take, their achievement is above many other subjects. The English department is well aware of the gap in achievement between boys and girls and is developing strategies to bring about improvement.
85. Pupils enter the school attaining well above the average levels achieved nationally, and for the current Year 7 this trend has continued in work seen during the inspection, the standards achieved by pupils are well above the level expected of pupils of the same age nationally. They read increasingly difficult and demanding literary texts and can identify the particular features that contribute towards the effects that an author achieves. Higher attaining pupils read aloud with clarity and good expression. Most pupils recognise different styles, such as the writing used in newspapers and magazines, and they can grasp the main ideas in Shakespeare's writing. For example, Year 9 pupils are able to identify how Lady Macbeth's behaviour alters throughout *Macbeth* from the language of the play. They know about parts of speech and how imagery can enliven writing. Wider reading is encouraged and all pupils make good use of the comprehensive book stock in the Learning Resource Centre. The writing skills of all levels of attainment, including those with special educational needs, develop well throughout the key stage yet would be improved further by more focused teaching on the structures of different writing forms. Spelling, sentence structures and an understanding of paragraphing show good progress for most pupils throughout the key stage. Most pupils are confident speakers and can adapt their talk to the demands of different contexts with increasing confidence. In Year 7 class, good quality oral presentations about sea poems were made with all pupils speaking effectively, no matter what their level of ability. A particular feature of many classrooms is the way that pupils use exploratory talk to assist their learning. Sometimes, the least able find difficulties in explaining their ideas clearly. Pupils with special educational needs make good progress in all aspects of the English curriculum. They learn to read more accurately and fluently and make good progress in spelling and comprehension. Pupils who speak English as an additional language achieve well.
86. Pupils achieve above average standards by the end of Key Stage 4. Pupils are articulate and confident when speaking or making group presentations. Nearly all pupils can offer cogent explanations; for example, about newspaper articles on a range of topics. Less able pupils make good progress in explaining ideas about what they have read. When studying difficult texts, including poetry or Shakespearean drama, the most able show an understanding, not just of plot and character, but also of theme and extra meaning conveyed through simile and metaphor. This was strongly evident in Year 11 class studying the metaphors used in a poem *Once Upon A Time*. Many pupils made significant links between this poem and others read, interpreting the poets language skilfully. Average ability pupils learn to analyse how poets create different effects in e.g. ballads and in poems about the natural world, through well-structured tasks. They read confidently and can offer some perceptive analyses of texts read. The lower ability pupils develop the skill of understanding the surface meaning in plays, poems and novels soundly. In writing, the most able write fluently, with good accuracy and in a range of styles. Much of their critical writing is mature and effective. The achievement of average ability pupils in more imaginative writing is satisfactory but sometimes is hampered by a lack of clear structure. Less able pupils can

complete pieces where they have good advice about structuring their work, but most pupils get their meaning across well, even if the writing lacks sophistication. Throughout Key Stages 3 and 4, pupils with special educational needs and English as an additional language make good progress.

87. Pupils respond well to the good teaching they experience in English. They come to lessons ready to settle to work, concentrate well, usually listen carefully to teachers and each other. They are prepared to use their initiative and can take responsibility for their own learning, as observed in several classes in both key stages. They can work in pairs and small groups that results in good teamwork. Their positive attitudes are an important factor in sustaining their progress. On rare occasions, some pupils show disinterest in their work.
88. Teaching overall is good at both key stages and has a good impact on pupils' learning. Pupils' learning is good at both key stages. The good quality of the teaching described in the last inspection report has been well maintained. Teachers have good levels of expertise and subject knowledge that enable them to focus on significant features of books being read or topics being taught. These stimulate pupils' interest. As a result pupils grasp important points well and want to pursue them further. This was evident in Year 8 class of all boys who were being taught about verb tenses. The clear focus on what was to be learnt supported by open and closed questions kept pupils on task for the whole lesson, and improved their understanding. In the best lessons at both key stages, teachers challenge pupils effectively by the choice of activities in a well-planned sequence. In a very good Year 10 lesson where pupils had to present their critical thoughts about some poems, the teacher required pupils to give their own ideas supported by effective use of poetic terms. In many lessons, a judicious mixture of whole class question and answer, group and pair work, and by limiting the time available for each activity the teacher sustained good pace. Occasionally, teachers talk for too long and do not check on what pupils have learnt. Only rarely did teachers work at a slow pace that led to the pupils losing concentration and interest. Very positive relationships help to motivate pupils of all abilities and good classroom management ensures that boys and girls of all attainment levels and those with special educational needs work well together, respecting each other's contributions. Homework is used effectively to extend work from lessons, as well as ensuring pupils can prepare new work. Teachers expect pupils to work hard, achieve well and behave appropriately. In this they are successful.
89. An enthusiastic and knowledgeable head of subject who has a clear vision of how the subject will develop leads the department very effectively. He is supported by a committed, hard-working team. The curriculum meets statutory requirements and is kept under regular review. A well-balanced scheme of work in Key Stage 3 ensures that the modules of work appeal to all pupils. Whilst no formal scheme of work exists in Key Stage 4, the department recognises that the development of writing should be a main feature to be improved. Procedures for assessment are good; the use of assessment to inform curriculum planning is satisfactory. Since the last inspection, the department has dealt successfully with the areas for improvement. Good standards have been maintained, and more effective use is made of data on pupils' performance across the key stages. Although there is no monitoring of the performance of pupils with English as an additional language. However, there is no direct link between the agreed targets for achievement at GCSE and the departmental development plan. Recent developments in the monitoring of the quality of teaching and the effectiveness of the curriculum need to become regular features of the departments' work. The department recognises, however, that further work to improve the use of information technology is needed to develop writing practices, for example. The recent development of links with primary schools to improve teachers' knowledge of the Literacy Strategy is having a positive effect on planning, and should be continued. The department is committed in particular to raising the achievement of boys through curriculum and organisational means: a good start has been made that can be extended further.

## **MATHEMATICS**

90. In GCSE examinations in 1999, the proportions of pupils with grades from A\* -C and A\* -G were well above the national averages. These results were an improvement on those achieved in 1998, but the proportion gaining A\*-C was less than that in 1997. They were well above those of similar comprehensive schools nationally. When compared with local authority schools in Surrey, the proportion of pupils gaining A\* grades was very high, and overall pupils made very good progress based on their attainment when they came into the school. Within these high standards, slightly more boys than girls achieved the highest grades for the second year running. A small number of able pupils were entered for GCSE statistics, in addition to their mathematics and achieved high grades. In National Curriculum tests at the end of Key Stage 3, levels of attainment were well above the national average. The proportion of pupils reaching Level 5 or above was average when compared with similar schools, but the proportion reaching Level 6 or above was above that in similar schools.

Here again boys' results overall were slightly higher than those of girls. Over the last three years, although standards in mathematics were already high, they have continued to improve.

91. In lessons at Key Stages 3 and 4, most pupils are achieving better than average standards for their age and previous attainment in mathematics. At Key Stage 3, pupils at all levels gain an appropriate understanding of the principles of algebra. Higher attaining pupils for example in Year 9 are able to solve simultaneous equations, whilst pupils in Year 8 can solve linear equations using a variety of methods. Pupils have good basic skills in number work, with good mental recall of number facts, such as multiplication tables. The lower attaining pupils have an understanding of equivalent fractions, whereas those at a higher level can use fractions in solving problems. By the end of the key stage, many are able to carry out mathematical operations using both positive and negative numbers. The use of graphs, to illustrate and analyse information is well developed, with pupils progressing from producing their own diagrams in Year 7 to using information technology to construct spreadsheets and produce appropriate graphs in Year 9.
92. At Key Stage 4, there is a very wide spread of attainment in mathematics. The lower attaining pupils have limited skills with basic number, but have better understanding of spatial mathematics such as map work, distance and direction bearings. The higher attaining pupils have gained advanced skills in algebra, for example, solving quadratic equations by graphical methods. They understand and can apply the rules of indices. Pupils of average attainment are able to use trigonometry to solve problems.
93. Almost all pupils have a good attitude to their learning, they concentrate well, listen to the teacher and apply themselves to their work. They work well as individuals and are able to cooperate when the opportunity arises. They willingly offer answers to questions and are prepared to work at the board to show their understanding. On the whole, pupils complete homework conscientiously. Pupils present their work well for projects and for display, whereas their work in class books is not always so neat or well presented. At both key stages, there is a good standard of behaviour in mathematics lessons. Both boys and girls make similar progress and have similar overall levels of attainment. Pupils with special educational needs are achieving well, they make good progress and in some cases are achieving overall average standards in mathematics.
94. Teaching in mathematics is good. The teaching in almost all the lessons observed was satisfactory or better and in three-quarters of the lessons was good or very good. The quality of the schemes of work and the teachers' individual planning are good. These aspects of the teaching contribute well to pupils' learning. Teachers match work well to the pupils' needs, based on their understanding of their attainment. In addition to providing work at different levels to match pupils' attainment in different sets, within the sets, teachers give foundation and extension work to meet individual pupils' needs. Teachers place suitable demands on pupils at all levels, which stretches their thinking. Lessons are generally well structured. Teachers always play an active part in lessons, and they make good use of time, with a pace appropriate to the attainment of the pupils. Teachers set out clear lesson objectives, and explanations on the whole are clear. Some lessons have an emphasis on mental mathematics, for example by using a short mental starter to the lessons. However, this aspect of the work is too weak to develop the pupils' ability to explain orally how they work things out. Other strengths in some lessons are a valuable plenary sessions, in which teachers spend a few minutes drawing together what has been learnt. However, this is not sufficiently evident across all lessons and not all teachers involve the pupils in explaining what they have understood and learnt as part of the lesson. All classrooms have interesting displays of pupils' work, together with useful guidance for pupils, including the important mathematical vocabulary, which pupils need to understand. Mathematics homework is set regularly throughout the school. In some lessons learning support teachers support the special needs of some pupils and they liaise well with the class teachers.
95. Arrangements for formal assessment are very good, with tests being given after each short module of work, together with examinations in Years 10 and 11. In addition in Key Stage 3, pupils have a booklet containing the learning objectives for each module. They use these to evaluate what they know at the start of the module and again to see what they have learned by the end. This gives the pupils a good understanding of how well they are progressing with their mathematics. The head of department sets a clear direction and standard for work within the subject. There are high expectations of both pupils and teachers. Marking of pupils' work is however uneven, with the best giving constructive comment and encouragement, whilst some pupils' books contain only basic marking. The formal monitoring of teaching and learning is satisfactory, through lesson observation within the department. The use and application of information technology is built into the scheme of work, but there is scope for further development of this aspect within the mathematics lessons.
96. Since the previous inspection, the high standards of attainment in mathematics have been maintained. There have also been a number of improvements, including higher attaining pupils now being very well challenged. Work is now well matched to the needs of lower attaining pupils. Learning support teachers and class teachers plan more effectively to support pupils with special educational needs. The department carries out more rigorous analysis of results, which informs teaching and GCSE entry policy.

## SCIENCE

97. Information from the national Key Stage 2 tests for pupils in Year 7 together with the Surrey screening tests indicates that the attainment of pupils when they join the school is well above average. The standards by the end of Key Stage 3 are well above the national averages for all schools and in line with the average for similar schools. In the 1999 national tests, the percentages of pupils attaining Level 5 or more and Level 6 was well above the national averages. When compared with similar schools the proportion of pupils attaining these levels was below the expected average. However, the school's average points score was in line with the average for similar schools. Pupils' written work and lesson observations confirm that standards remain well above the national average and suggest that they will be close to similar schools this year. There is no significant difference in the attainment of boys and girls. In recent years, there has been a slight downwards trend in Key Stage 3 results. The school's performance in science is weaker than that found in English and mathematics.
98. When the pupils entered the school in 1995, the screening tests indicated that the attainment of the pupils was above the Surrey average. At the end of Key Stage 4, the school's GCSE results are similar to the national average for grades A\*-C and A\*-G. In 1999, 47 percent of the pupils achieved A\*-C and 98 percent grades A\*-G, whilst boys scored more top grades, girls did better overall. There were few low grades. The results over the last few years have shown an uneven downward trend. Pupils' results in science at GCSE are lower than those found in English and mathematics. The information provided by the local education authority indicates that in 1999, a proportion of average pupils attained lower standards than expected in science. These pupils made unsatisfactory progress in science. Evidence collected from the inspection indicates that standards of attainment are in line with national average.
99. Pupils enter the school with well above the nationally expected Key Stage 2 grade, but with widely different degrees of topic coverage. The development of achievement through Key Stage 3 is unsatisfactory for some pupils, who fail to make a one level improvement by the end of the key stage: but for most it is satisfactory. At the beginning of Year 7, teachers revisit Key Stage 2 to fill in any gaps and to reinforce knowledge. Thus in Year 7, pupils revisit the topic of keys to increase their understanding of the principles of keys and their use to identify living things. Some pupils show clearly that they need this, but those whose knowledge is already sound are not always sufficiently challenged with new material. During the key stage, there is a steady increase in the demands made on pupils in the range and depth of knowledge and skills. By Year 8, pupils are gaining an understanding of the relationships between energy and changes in the states of matter. By Year 9, pupils have an understanding of the abstract ideas of balanced forces and gravity. Achievement is especially rapid in experimental science, where pupils gain many useful skills in planning, carrying out and recording experiments. For instance, a Year 8 class showed that they were able to design undertake and record suitable experiments to test the strengths of a variety of materials. They become more confident to express what they have seen in their own words, but the development of computer skills related to their science is slow.
100. Standards in work and lessons at Key Stage 4 are in line with national averages. Achievement in lessons is now satisfactory. As the key stage develops, topics become more difficult and increase in depth and breadth. This progression leads pupils to a more perceptive and questioning approach and increasing standards. A good example was seen in a Year 10 group who were designing and constructing their own transformers. Not only did pupils successfully design models, but also many pupils could confidently explain the physics behind their designs. There is insufficient use of computer skills. One of the department's actions to improve standards in science has been to prepare well planned extension work to prepare pupils for the three separate sciences. This work challenges and deepens the pupils' knowledge. For example, in a biology lesson, pupils actively researched the ways in which the limb of the backboneed animals developed to carry out different purposes.
101. In both key stages, pupils with special educational needs are well known to their teachers, who adapt their approach and sometimes produce work tailored to their needs. As a result most make satisfactory progress in relation to their peers and this often becomes good when they can be supported. Teachers provide the higher attaining pupils with more difficult work due to the setting system. but within the sets, they are not often challenged to go further, and as a result do not make as much progress as they could.
102. Most pupils clearly enjoy and take a pride in their science, especially the practical work. They generally behave well and work hard, so long as there is plenty for them to do. In some sets there is too much chatter, which spoils the working surroundings for others. Pupils handle apparatus with respect and increasing precision. Pupils usually work well in groups with all members contributing to the common aim. They are keen to answer questions, but ask few of their own.

103. The quality of teaching in science is satisfactory overall and good in Key Stage 4. No unsatisfactory lessons were observed and about half the lessons were judged to be good with some very good. The school system of recently introduced observation of teaching, has helped teachers to improve their teaching. However, there are some evident weaknesses in some lessons. Many lessons are effectively planned and structured. In these lessons, objectives are usually clearly stated and well explained to the pupils. There is a good balance between practical and theory, also a good variety of teaching methods to make sure that pupils stay interested and learn. Year 7 pupils researched for homework and then staged TV interviews with the famous taxonomist Carl Linnaeus, which the class evaluated. Year 10 pupils improved their knowledge and understanding of electrical power when carrying out a practical to find the power of lamps. The best lessons involve pupils; and teachers ask skilful questions to draw out their knowledge. The questioning strengthens the pupils' knowledge and makes it into useful extensions of their learning. A good practical lesson was seen; for example, when Year 8 pupils designed an experiment to test the strength of materials. The pupils were clear not only what they were doing and how but, more importantly why. Although no teaching was unsatisfactory, there were some weaknesses. For example, in some Year 7 and 8 classes, pupils were allowed to chat and the more able pupils were not fully stretched. In some practical work, pupils relied too heavily on following a recipe and although they made progress, the work did not fully develop all the pupils' understanding. In some Year 7 classes, although the lessons were well planned and effectively carried out, there was insufficient challenge for some pupils who were repeating work already learnt at Key Stage 2.
104. Teachers mark pupils' work and almost all the work seen was marked. However, teachers do not always include comments, which help pupils to understand what they should do to improve their work. Homework is usually set and often provides a useful extension to pupil learning.
105. The department has developed schemes of work, which cover all the National Curriculum programmes of study at Key Stage 3 and the foundation and higher tiers at GCSE, including those extensions needed for the three separate sciences. Whilst the curriculum does cover all the basic requirements, there is little extra-curricular provision, such as visits to places of scientific interest, fieldwork or field courses. The application of information technology is unsatisfactory. The use of information technology is developing, but it is not yet well integrated into schemes of work or pupils' personal notebooks. There are satisfactory assessment schemes, those for the practical coursework are good. Teachers are using assessment data to inform the recently developed system of individual science tutoring and to modify curriculum planning. The work of the department is well supported by effective technicians. The resources are good and well used with the exception of those concerned with information technology, where the computers are old and data loggers scarce.
106. Since the last inspection, there has been insufficient improvement in the results of external testing in science. However, the school has been faced with a series of staffing problems, such as finding cover for long-term absences and replacing retiring teachers. The management of this instability was effective. However, during this time, the head of department did not monitor and evaluate performance and did not ensure that there was a clear focus on analysing the causes of declining results. As a result, since the last inspection, high standards have not been maintained for some pupils. There is evidence to indicate that leadership in science has been unsatisfactory, although leadership has now improved. Following the unsatisfactory GCSE results in 1999, discussions between the head of department and the headteacher resulted in the decision to ask a science consultant for advice. This led to training in lesson evaluation and on his advice and with the support of the school; the head of department has compiled science action plans. Since the end of the autumn term 1999, these action plans have been implemented and leadership in science is satisfactory. There is inspection evidence that implementation of these action plans is leading to improvements within science. Leadership in science has improved. Whilst the changes are relatively recent, it was apparent during the inspection that they were already having an effect on teaching and therefore standards in lessons. The plans look very sound. Providing that the senior management team continue to monitor and support to ensure that implementation develops in other areas such as marking and continuity from Key Stage 2, the changes should feed through into improved standards.

## **ART**

107. At the end of Key Stage 3, pupils' attainment is higher than that expected nationally. In Key Stage 4, GCSE results are above the national average. Last Year boys' results were in line with those expected nationally but have been higher in previous years. Girls tend to obtain higher grades in art than in the other subjects that they take. With the exception of last year's boys' performance, the school's performance in the GCSE examinations over the last four years was above that of other schools with a similar intake. Overall examination results have improved since the last inspection.

108. In work seen during the inspection, the attainments at the end of Key Stage 3 are good and above the national expectation for 14 year olds. Pupils produce good work within the second attainment target, the knowledge and understanding of the work of artists. Pupils produce well-researched and word-processed studies of artists. By the end of Key Stage 3, pupils will have experienced working in a variety of materials and gained sound ceramic skills. In Year 9, they will have worked in groups producing murals for display around the school. The curriculum enables all pupils including low attainers to make appropriate progress. Talented and gifted pupils produce highly creative and imaginative work. They study the work of different artists and benefit from visits of local artists and craftspeople. Pupils write about art and good opportunities are given for discussion and individual research. The attainments of pupils with special educational needs and of those learning English as an additional language are satisfactory.
109. Attainment at the end of Key Stage 4 is good. At this stage, pupils have a growing knowledge about past and current movements in art, and they are able to make informed decisions about their own work. The department arranges gallery visits including a recent trip to Paris, these have a positive impact on standards. Pupils select from a wider range of media and scale and are encouraged to produce experimental and individual work. Overall, standards in drawing and painting from observations are at the national expectations. However, at times there is an over reliance from secondary sources. Sketchbooks are well developed in both key stages. Pupils develop good research skills and produce commendable work in critical studies. Pupils research women artists, but within the department there is little that reflects the cultural diversity of art in Britain today.
110. Teaching in art is very good. Teaching is good in Key Stage 3 and very good in Key Stage 4. Just over half the lessons observed were very good. The quality of teaching is strength and makes a significant contribution to standards achieved. In the best lessons, teachers use a range of teaching styles and have high expectations of pupils. This was evident in a Year 10 class where pupils analysed artists' work. The teacher made good use of questioning to draw out and evaluate information pupils had learned. As a result pupils learnt effectively. Teachers work hard to develop good relationships with pupils; for example in a Year 7 class, when pupils gave presentations and evaluated each other's work. The management of the class was effective and promoted good discipline.
111. Planning is sound and since the last inspection properly linked to the National Curriculum. Schemes of work meet statutory requirements. Teachers make clear their learning intentions and often share these with the pupils. In some lessons, time is well spent at the end of the lesson, checking whether the aims and intentions have been met. Most pupils see themselves as learners, they are productive, able to sustain concentration and have a clear idea of what they need to do to improve their work.
112. There are good assessment procedures in place. However, there are no central records that give a sufficient overview to make class comparisons or monitor individual progress through the curriculum. Marking in sketchbooks is sound. Reporting to parents is good and since the last inspection National Curriculum levels have been included in the reports. Within the department, there are good evaluation practices, including pupils evaluating their own work and at times that of other pupils. Pupils particularly appreciate the written evaluation that teachers give for examination work and for GCSE coursework. Homework is well established in both key stages.
113. Pupils with special educational needs respond well and work with interest. The very small number of ethnic minority pupils and pupils with English as an additional language seen are all making satisfactory progress. In both key stages, the open-ended nature of the projects encourages initiative and talented and gifted pupils make good progress. Pupils are encouraged to talk about their work and most are able to use a subject specialist vocabulary. Several come to extra art classes. Relationships are positive, behaviour is very good and classes are well managed and orderly.
114. The department is well led and managed. Planning is in place and there is vision for the future. Lesson observation has been introduced and the newly qualified teacher is well supported and making a very effective contribution to the work of the department. Since the last inspection, high standards have been maintained and results at Key Stage 4 have improved.

## **BUSINESS STUDIES**

115. Standards achieved in business studies lessons are good. Pupils start the course at the age of fourteen and by the time they are sixteen they attain standards that are above the national expectation. In the 1999 GCSE examinations, 63 percent of pupils achieved A\*-C grades with a 97 percent pass rate. Both these results are above the national average. The average subject scores are good in business studies, and within the school, they are beginning to compare favourably with the best of other subjects average scores. Over the last four years, the general trend shows a significant improvement.
116. Pupils make progress in their learning throughout Key Stage 4. By age sixteen, both boys and girls are performing equally well. They are able to understand the technical terms, business ideas and theories associated with; for example, where to place a national discount superstore. They can use computers confidently for report writing and presentations and use the information in simulated practical business applications. Many pupils are able to apply their knowledge and understanding to analyse business and economic problems and make decisions and predictions about these problems. A minority of the more able pupils show a more critical approach to the significance of the values in business.
117. Throughout Key Stage 4, pupils' attitudes to learning are very positive. They are attentive, well organised and motivated, especially by the more topical issues. They work both independently and co-operatively, sharing and helping each other as required. The majority are aware of the requirements of the course and work hard to meet deadlines. They are able to explain their exercises, responding well to opportunities to plan and organise their own work drawing information and views from newspapers and media sources. In discussions, most pupils adopt appropriate attitudes, seeing both sides of a controversial argument and appreciating that opinions can differ. A significant number of pupils find it difficult to complete the full range of work required without further teacher support. Additional support sessions are provided regularly. These are well attended and helpful to pupils, boosting their progress and achievement in the subject.
118. Overall, the quality of teaching is good. The teaching is confident and knowledgeable about the subject, and usually stimulating. In all lessons, the teacher prepared clear lesson objectives with good subject content. He presents the subject content clearly using information technology and provides pupils with a good range of well-structured tasks. He has appropriate expectations of the range of Years 10 and 11 pupils and their needs in the subject. The teaching in Years 10 and 11 makes good use of 'real world examples', such as the present Rover-BMW crisis. The teacher provides opportunities for simulations and case study exercises through reference to topical issues such as 'dot com' growth in companies. There is sound feedback to pupils about what they know and what they need to know to improve. However, assessment is not used to inform the next stage of the teaching. Lesson plans lack detail leading to some inconsistencies.
119. The scheme of work fully meets the GCSE examination requirements. The curriculum includes tasks, which are sufficiently demanding for the pupils. The planning for teaching ensures that pupils cover the syllabus and make progress. Each part of the course is well structured and the course overall provides for continuity in pupils' learning. The assessment system ensures that marking and feedback focus on achievement and standards rather than merely rewarding pupils for taking tasks through to completion. The subject has made significant improvements to its provision in the last few years, notably the information technology facilities.
120. The leadership of the subject is sound. The development planning is concerned with improving the attainment of pupils through developing more effective strategies to meet their needs and arranging more liaison with businesses to provide a more vocational context. A range of business support has been developed, adding an extra dimension to the provision. The monitoring of teaching and learning is effective and opportunities for staff development are appropriately used. The staffing, accommodation and resources are adequate and effectively focused on the business studies course requirements.

## **DESIGN AND TECHNOLOGY**

121. Pupils' attainment in design and technology in lessons and examinations is above national expectation. In both Key Stages 3 and 4 attainment is high compared with national expectations. In Key Stage 3, teacher assessments in 1999 showed that 77 percent of pupils achieved the nationally expected level or better. This is above the national average. In Key Stage 4 GCSE examinations, the percentage obtaining A\*-C grades at 66 percent was above the national average of 49 percent. The average pupil score in the subject is significantly less than all other subjects average. However, the trend in attainment, over several years, has continued to improve and has the capacity to continue to do so.
122. At the age of fourteen, the majority of pupils can; for example, identify the different materials and components in articles they have made themselves. They can suggest why they have been used; distinguish between the quality of design and manufacture. Pupils can make models to meet a specification and use computer controlled

machines to realise their design and product. By the age of sixteen, most boys and girls have considerable skill enabling them to make products of a high standard in a range of materials including wood, metal and plastic, together with textiles and food. They can design and redesign products for changing contexts and understand modern manufacturing methods.

123. In lessons, learning was at least satisfactory and often good for the majority of boys and girls including pupils with special educational needs. In both key stages, pupils make at least satisfactory and often good gains in knowledge, skills and understanding. Attainment was above the level of national expectation for age.
124. Most pupils' attitude to learning is good. They are interested in learning about technology from the social and technical stand points. Behaviour is exceptionally good for many pupils, with relationships good and co-operation shown in sharing equipment and working collaboratively whenever required. Pupils show respect for other people's feelings and values. However, only a few show personal initiative or are willing to innovate when designing and making.
125. In both key stages, the quality of teaching is good with some teaching promoting high educational standards. The balance of experience and range of teachers' knowledge and understanding is appropriate for the curriculum being taught. In designing and making, most teachers explain and demonstrate skills and techniques well. Teachers expect pupils to produce work that shows attention to detail and high quality finish. Teachers expect pupils to have safe working practices, to evaluate their products against design specifications and to use correct terminology. In the better lessons, teaching styles are more varied and expectations of pupils are higher, making pupils more responsible for their work at an earlier age. For example, in a Year 8 lesson on control technology pupils modelled traffic light sequences using a computer program. In this lesson, the teacher made careful use of advice and support. She gave pupils sufficient time to wrestle with the problem, but timed interventions to avoid frustrations and to advance the learning with out inhibiting creativity. The more able pupils in particular responded well to this challenge. Scheme of work, medium and long-term planning, teaching methods and organisational strategies are systematic and well documented. However, individual lesson plans are not always explicit about learning styles or the match of work to particular pupils' needs. The management of pupils and standards of discipline are high. The use of time and resources are good, they match the general efficiency of the department.
126. The curriculum fully meets statutory requirements, providing equality of access and opportunity for all pupils. The climate in which the subject is taught reflects very well the school's aims. The curriculum generates a range of good opportunities especially for independent study, high standards of modelling, prototype products and modern technological skills. Design, as a way of thinking, is built in from the start. Project management is taught in its own right at an appropriate initial stage of independent learning. The school provides an effective learning environment in the majority of technological contexts, for example, resistant materials, food, graphics, computer assisted design, electronics and textiles. The curriculum is planned effectively and the scheme of work well documented for both key stages. The timetable arrangements based on modular unit courses place some constraints on continuity in pupils' learning. However, the progress of some pupils is limited by insufficient increase in demand across the 'modules' for differing groups of pupils. There are effective procedures for assessing pupils' attainment. In lessons where assessment is used to inform the teaching, it is very effective.
127. There is effective leadership of the department, which has a positive impact on the direction and standards achieved by pupils in the subject. The style of teamwork, where all members of the department contribute strategically ensures a fully co-operative managed approach to change. Curriculum development is a continuous improvement process built in to the cycle of development planning. Within the department, there is realism about the carrying out of planning priorities. Monitoring of the curriculum, teaching and standards takes place on a regular basis. Since the last inspection, there has been satisfactory progress in relation to the issues from the last report. The department has put into place more teacher intervention and has improved pupil reports. The department has improved the use of information technology particularly in the use of computer-assisted design. They have improved the development plan. Aspects of noise in the open plan rooms and storage issues have been improved upon significantly. Health and safety is managed well and risk assessments carried out in a systematic way to identify all hazards.
128. The teaching and technician staff is well qualified for their roles. The in-service training programme for them matches the demands of the changes that have taken place recently. The accommodation is very good. Materials are adequate in supply and range, with equipment for the curriculum and range of pupils very suitable. The textbooks are adequate and constantly available to pupils to promote a sound knowledge base. However, the library has a limited range of technological texts and neither the library nor department have sufficient CD-ROM interactive material to support the modern needs of the pupils. The department's financial planning is efficient with careful support for developments. The department is well funded; effective use is made of staff, accommodation and learning resources.

## **DRAMA**

129. Drama is taught as a separate subject at Key Stage 3 and growing numbers take up the subject for GCSE at Key Stage 4. GCSE results have consistently been above national averages. In 1999, all pupils obtained a grade and A\*-C grades were above the national average. However, pupils' results in drama were below those obtained in other subjects in 1999, especially for boys. This was against the trend of previous years. In work seen during the inspection pupils' standards at the end of Key Stage 3 are good. Most have learned to improvise more effectively in a range of roles. The most able can use different stimuli to devise dramas and can work well in groups to produce either tableau or short scenes. Scripted work allows pupils to develop co-operative skills well. All pupils learn to portray character through voice, gesture and action. Younger pupils sometimes find the control of taking on different roles a challenge, but most do persevere well. Less able pupils do not always have the skills to evaluate their work and others' performance and sometimes do not listen carefully enough to each other. At Key Stage 4, from evidence during the inspection, standards are varied. The most able develop good practical skills, including role-play, an understanding of theatre-in-education, and can display a range of performance styles. However their writing skills are not as effective as their performance skills. Average ability pupils gain skills by modifying their work in scenes they construct and can give constructive analyses of others' performances. Some lower attaining pupils perform reasonably well yet often need more guidance to complete work to a satisfactory level.
130. Most pupils enjoy drama and participate with enthusiasm. They work well together and show initiative in developing ideas, although an immature attitude in a small minority, mainly boys, sometimes hinders progress. Older pupils show a good commitment to their work, often working independently for considerable time. Drama helps pupils develop effective social skills. Teaching overall is good. Clear objectives are set in most lessons. The best teaching has appropriate pace, good teacher input and supportive criticism of pupils' work, good question setting and an insistence on concentrating carefully. This was clearly evident in a Year 10 lesson when, in groups, pupils had developed improvised pieces. Good use of critical feedback to them promoted some detailed analysis by students of their performance that allowed them to improve their work. Most lessons are well structured to provide pupils with good learning opportunities, as observed in a Year 7 lesson on miming. Here teaching was effective, as pupils understood the difference between pride, vanity and arrogance from the clear questions posed to them.
131. The subject is enthusiastically led by a skilled teacher who is ably supported by colleagues who share her enthusiasm. The good programme of school productions and theatre visits further enhances the subject. Good resources and a well-structured Key Stage 3 curriculum ensure that drama provides good opportunities for pupils. Whilst assessment of pupils' skills and understanding is satisfactory, the subject would benefit from having a clear range of performance, skills and appraisal criteria, as well as clearer links between the development plan and targets set for GCSE achievement.

## **GEOGRAPHY**

132. Standards in teacher assessment at the end of Key Stage 3 are well above national expectations. In lessons, all pupils use atlases, photographs and diagrams effectively to find places. The majority of pupils recognise regional variations in relief, climate and human activities; for example, in Japan. Written work and oral responses, particularly those of higher attaining pupils, indicates an understanding of the impact of human, economic and leisure activities on the natural environment. Pupils show understanding of the complexity of the issues involved, when applying human and economic activities to less economically developed countries, such as Sierra Leone. Assessments at the end of Key Stage 3 show that the majority of pupils can apply knowledge and can use maps. They show good fieldwork skills and can use geographical terminology. All pupils know their local area and local issues. Pupils make use of information technology to assist their learning. This is an improvement since the last inspection when there was no use of information technology.

133. Standards in Key Stage 4 examinations and lessons are above the national average. In the 1999 GCSE examinations, sixty nine percent of pupils achieved grades A\*-C at GCSE which is above the national average. The proportion of pupils obtaining A\*-C grades and A\*-G grades is above most other subjects in the school. The written work of higher attaining pupils shows good selection and use of secondary sources of information, including the use of information technology. All pupils have a good knowledge of geomorphology. The majority of pupils can give detailed explanations, both oral and written of physical processes, such as glaciers and volcanoes. They can link these to human and environmental geography. The majority of pupils can use a range of geographical language. GCSE coursework indicates that the majority of pupils are able to ask questions, carry out geographical enquiries and investigations and use appropriate fieldwork techniques. The majority of pupils can analyse information using information technology and make decisions. Learning is generally good across the key stages. The progress of lower attaining pupils over time is good.
134. The good quality of teaching contributes to high standards. Teaching is good or very good in both key stages. All teachers have good subject knowledge. Teachers use a good range of methods and teaching styles to improve learning. For example, in a Year 10 lesson, the teacher made effective use of diagrams, texts and videos to illustrate the links between plate tectonics, earthquakes and volcanoes. In a Year 7 lesson, the teacher used maps of varying scale and type to explain the human and economic differences within countries. Teachers provide clear explanations. Questioning challenges pupils and effectively probes their understanding. The organisation of lessons is good ensuring smooth transitions. Teachers use resources effectively. Worksheets and other materials match the different abilities of the pupils. In most lessons, there is good pace and flow. In a minority of lessons, pupils became inattentive when provided with too many activities. Although in most lessons, teachers have high expectations of pupils, not all teachers check pupils have completed the work. Teachers use learning support staff appropriately to support a range of pupils.
135. Pupils respond well both to the quality of the lessons and to the encouragement and praise given by their teachers. As a result, a large number of pupils choose to take geography in Key Stage 4. Pupils are interested and attentive in lessons, particularly in Key Stage 4. They co-operate with the teacher and others working either independently or collaboratively. Most pupils show good concentration and they remain on task in lessons. The oral response of lower attaining pupils is good. In lessons, a minority of pupils are passive learners. The written work of a significant minority of pupils shows little initiative. Behaviour is very good.
136. Management is effective. The department handbook and schemes of work set high standards for teaching and learning. Homework comments are supportive, but rarely tell pupils how they can improve their work. There has been a significant improvement in the opportunities for fieldwork since the last inspection. There are sufficient resources to ensure the delivery of the curriculum. There are insufficient opportunities for learning support assistants to offer formal feedback on the quality of worksheets and whether they are appropriate for different pupils' needs. Assessment procedures are rigorously implemented and include cross moderation. Targets are set with pupils following self-assessment. Equal opportunities are good for both pupils and staff.

## **HISTORY**

137. Standards at the end of Key Stage 3 are well above the national average as indicated by the proportion of pupils reaching Level 5 and Level 6 and above in teacher assessments in 1999. There has been a marked improvement in standards in the last two years, especially in the performance of boys who do significantly better than their age group nationally and in 1999 achieved as well as the girls. At the end of Key Stage 4, the proportion of pupils attaining A\*-C and A\*-G grades at GCSE in 1999 was above the national average. The average points scored overall and for girls was just above the national average and better for boys. These results represent a dip in the significant upward trend of improvement since the last inspection: A\*-C grades in both 1997 and 1998 were well above the national average. Boys attained almost equally as well as girls in 1999 and much higher than boys nationally. There has been a marked trend of improvement in boys' performance since 1996 and in 1998 they achieved 100 percent passes at A\*-C grades, exceeding the girls. Therefore, there is no clear trend of gender difference at A\*-C and A\*-G grades, except at the highest grades A\* and A, where the boys achieved under the national average in four of the last six years, while the girls have been regularly in line or above.
138. In work seen during the inspection, standards at the end of Key Stage 3 are above the national expectation. Compared with the pupils' attainment on entry to the school, the level of achievement is good by the age of 14. Pupils have a very good knowledge and understanding of the key characteristics of the subject and of chronology. Nearly all pupils can effectively select and record information from written and pictorial sources as they have good note-making skills. Lower attaining pupils and those with special educational needs are now being increasingly supported in this with appropriate materials. Pupils have a good understanding of causes and most can effectively prioritise and evaluate them, for instance in examining long and short-term causes of key

events. The increased use of group work enables nearly all pupils to be at least competent in expressing themselves orally, with higher attaining pupils speaking confidently and fluently. Pupils are given the opportunities to use their writing skills in various forms, promoted by the strong emphasis on correct spelling and high expectations of literacy skills. Middle and higher attaining pupils in Year 9 produce good extended writing with strong empathy and analysis. For instance, in diaries from the First World War trenches or different views of the peacemakers after the war. Higher attaining pupils also have well developed skills of interpretation and evaluation of various sources. Nearly all pupils use sources relevantly and can effectively identify bias and reliability. The department is beginning to use information technology as an information source and as a way of organising pupils' enquiry work, though this is weak.

139. In work seen, the attainment of pupils currently at the end of Key Stage 4 is above the national average. This is better than the latest GCSE results, which were a temporary decline in standards due to a lower-attaining and more disaffected cohort. Since then, more rigorous monitoring of standards has been implemented. The level of achievement of the pupils is satisfactory by the end of Year 11. They achieved above average standards at the end of Key Stage 3 and sustain them throughout Key Stage 4. There is no evidence of underachievement of the boys at the higher grades and they perform equally as well as girls. Nearly all pupils have good historical knowledge, make notes well from a variety of sources and can make accurate deductions from these. Most pupils have a good understanding of change and continuity and good skills of research and organisation, as seen in their coursework. They build on their firm understanding of causation at Key Stage 3 and can prioritise causes well. Higher attaining pupils produce good extended writing with accurate analysis, balanced arguments and good use of supporting evidence. Middle and lower attaining pupils competently do writing at length, but the skills of supporting arguments are less well developed in lower attainers. Pupils with special educational needs are helped to achieve competent extended writing by the aid of resources, such as writing frames, and the appropriate provision of the Certificate of Education course. They are well supported by a learning support assistant.
140. Pupils' attitudes to work are nearly always good, often very good and never less than satisfactory. They are best at Key Stage 4, where they are always good or very good. Pupils settle quickly to tasks, listen attentively to the teacher and nearly all concentrate for the whole lesson. The regular use of well-controlled group work has also encouraged them to communicate well, to respect each other's views and to work well collaboratively. For instance, Year 9 pupils successfully discussed the fairness of the Versailles Treaty from the point of view of different European powers. This clearly reflects their willingness to take responsibility, to participate and show initiative. Pupils with special educational needs also respond well to the increased opportunities now given for active, independent work as they are being increasingly well-provided with materials suited to their needs. The high standards expected and consistently enforced by the teachers ensure that the pupils behave well and show them respect. They have a very good relationship with the teacher. Pupils take care over their work and do their homework regularly. The more active and challenging involvement that pupils now experience in history makes it a popular subject. This has reversed the decline in numbers noted in the last report.
141. The quality of teaching is good or better in over two-thirds of the lessons seen. It is never less than satisfactory. It is equally good at both key stages. Teachers have good subject knowledge, plan their lessons well and set appropriate learning objectives, which are clearly explained, to the pupils. These are then nearly always reviewed at the end of the lesson. Teachers set very high expectations through challenging tasks, which stretch the pupils' thinking, especially their ability to analyse and evaluate sources and causes. For example, in Year 10 lesson, a variety of activities were used to stimulate interest and to develop history skills, especially oral and writing skills in various forms. Time is used well with a good pace to most lessons and clear setting of deadlines for individual tasks. Pupils' concentration falters when this does not occur or the instructions are not clearly given. There is good monitoring of pupils' progress through frequent questioning and interventions in class in response to identified problems. Also through very high quality marking which is consistent, regularly done, and helpful with encouragement and targets for improvement. More resources are now available to meet the needs of all levels of attainment, including higher attaining pupils with exceptional potential. Pupils are managed well, relations are very good based on mutual respect and high standards of behaviour are expected and set. This creates a good working atmosphere in the classroom and leads to effective learning at both key stages. In the lessons observed at both key stages, pupils make overall good and never less than satisfactory progress.
142. A number of significant improvements have taken place since the last inspection, mostly due to the commitment, good organisation and clear educational direction given by the head of department. All the issues

raised in the last inspection have been successfully taken care of: resources are now satisfactory with each pupil at Key Stage 4 having their own text book; departmental documents have been much improved with very good schemes of work and thorough policies on all areas. Improved assessment procedures meeting National Curriculum requirements are now in place at Key Stage 3 with regular testing, effective moderation to National Curriculum levels and central recording of results. These results are not yet analysed sufficiently, nor used to inform curriculum planning. The significant raising of standards at Key Stage 3 and Key Stage 4 is due to the use of a wider range of challenging teaching strategies and a greater emphasis on the development of history skills, promoted by the revised schemes of work for Key Stage 3. The recent more rigorous targeting and monitoring of the progress of individual pupils at Key Stage 4 is also being effective in raising standards in GCSE, lessons though the performance of the highest achieving boys will need to be constantly and sharply reviewed. The celebration of pupils' work in the excellent classroom and corridor displays is creating an environment conducive to the promotion of history, as is the good range of outside visits, especially the biennial trip to Russia.

## **INFORMATION TECHNOLOGY**

143. Standards in information technology are satisfactory overall with variations across and within key stages. At Key Stage 4, standards are unsatisfactory while at Key Stage 3 they are broadly satisfactory. Pupils' skills in the communication and information handling strands of information technology are at or above national expectations at the end of both key stages but are below in the modelling, control and measurement strands. Standards in the new GCSE information technology short course are good. At the end of Key Stage 3, most pupils are able to use information technology equipment and software to create documents for a range of audiences. They can collect information from a variety of sources including CD-ROMS and organise it using database software. Pupils were working at the national expectation in the communication strand. No discrete information technology lessons were observed in Year 11. In Year 10, pupils were able to produce a database in line with national expectations.
144. Pupils' attitudes, values and personal development are good. Behaviour in lessons is good and there are good relationships between pupils and between pupils and teachers.
145. Teaching in information technology lessons is always at least satisfactory or better. It is good in one in ten lessons. Lessons are always well planned and delivery is well organised. Teacher expectations are always high in terms of pupil behaviour and effort. In a typical Year 7 lesson, the teacher gave a clear explanation of the activities with good links to previous work. The planning and teaching helped the pupils to make good use of time and to make progress. Teaching methods are sound, although sometimes, there is too high a proportion of teacher presentation to pupil activity. For example, in a Year 8 lesson, pupils had too little time to carry out their practical task as the teacher spent over half the lesson on the explanation. At times teaching lacks the variety and flexibility needed to draw out the best response from pupils of different abilities and with different learning styles. Lesson content is appropriate, but does not draw sufficiently on pupils' experiences from outside school or from other subject areas. In several lessons, the pupils used databases and spreadsheets, which had no connection to other schoolwork or to pupils' own interests.
146. Pupils' learning in response to teaching is always at least satisfactory or better. Pupils work hard and acquire new skills, knowledge and understanding through classroom activities and well-chosen homework tasks. In one Year 8 lesson; for example, pupils were fully engaged in a task to develop a package design. They showed interest and enjoyment in their work and developed and extended their information technology skills. Pupils often visit the information technology rooms in their own time, at lunch and after school, to complete or develop their work.
147. Curriculum provision for information technology is unsatisfactory overall because it does not meet the requirements of the National Curriculum. Provision at Key Stage 4 is unsatisfactory. In Year 10, all pupils have a timetabled information technology lesson every two weeks. In Years 10 and 11, pupils use information technology in various subjects across the curriculum. At present, these experiences taken together are not sufficient to cover the statutory curriculum. At Key Stage 3 provision is satisfactory. The weekly specialist lessons provide a firm foundation for the development of pupils' information technology capability and, taken together with provision in some subjects, they ensure that in Key Stage 3, the school delivers the statutory information technology curriculum.

148. Subjects make insufficient use of information technology, and it is not yet co-ordinated effectively across the school. Although some subject departments have problems of gaining access to information technology resources, most include some experiences in schemes of work. However, in most cases these activities are not designed or assessed in the context of National Curriculum strands and levels. Design and technology is the only subject where information technology use is judged to be good. A new GCSE information technology short course has been introduced successfully in Year 10, extending choice at Key Stage 4 and enhancing the school's information technology curriculum.
149. Assessment and reporting to parents in information technology is satisfactory overall. However, in Key Stage 4, both assessment and reporting are unsatisfactory. Assessment in the Year 10 specialist information technology lessons is sound. However, there is no effective assessment and reporting of information technology skills in other subject areas in either Year 10 or Year 11. Pupils, parents and teachers do not have a clear picture of information technology standards, nor do they have the information needed to plan ahead for information technology. The school has introduced the use of the computer literacy and information technology (CLAIT) accreditation for Year 10 information technology specialist lessons, and is considering the introduction of information technology key skills.
150. At Key Stage 3, assessment and reporting is satisfactory overall. Assessment and reporting in specialist information technology lessons is good. In Years 7 and 8, assessment across subject areas is made through an 'information technology passport'. This 'passport' system is potentially an effective assessment tool, but has only just been put into practice. The information technology level indicators used are not fully accurate and subject assessments are not adequately moderated. In Year 9, a pupil folder containing information technology work from different subjects is used as the basis for Key Stage 3 teacher assessment. This teacher assessment process is not satisfactory because it is not measuring pupils' information technology achievement levels accurately against all strands. The passport system will replace the folder system in Year 9 next year, and this will improve the consistency and quality of end of key stage teacher assessment and reporting to parents.
151. Overall the leadership and management of information technology are satisfactory. In the two years since his appointment, the information technology co-ordinator has made some key improvements in provision with the support of school senior management. Developments include a new network system, whole school Internet access, and more and better-deployed computer resources. Improved schemes of work have also been introduced in discrete information technology and in subjects across the school. New courses have been introduced in Years 9 and 10 together with the introduction of a GCSE short course. The pace of change has been rapid.
152. In Key Stage 3, management of information technology is satisfactory, in Key Stage 4; the head of information technology has managed successfully the introduction of discrete information technology. However, he has had insufficient support to implement the teaching and assessment of information technology across the curriculum. In Key Stage 4, provision does not meet statutory requirements. School information technology targets have been set but the subject development plan is not clearly enough focused on the improvement and better co-ordination of subject delivery to ensure coverage of the National Curriculum. At present, the information technology co-ordinator has insufficient time to develop fully his support role in subjects across the curriculum. The school is planning to increase staffing in the near future.
153. IT resources and accommodation are adequate. The ten-to-one pupil computer ratio is below the eight-to-one national average, but firm plans are in place to acquire a larger number of more powerful machines. Some of the existing computers are rather outdated and a rolling programme of replacement over an appropriate time period is needed. The new network and Internet facilities are a significant addition to the school's resources. However, subject area information technology resources are variable and barely adequate in some cases. Some departments experience practical difficulties in gaining access to central information technology resources for teaching. At present the school does not have a strategic plan to prioritise use of the school's information technology resources. Accommodation has been improved recently with new benching and room alterations. The learning resource centre has developed quickly in recent years as a popular multimedia centre. This centre complements well the main information technology rooms and offers teachers and pupils access to computer, CD-ROM, Internet and audio-visual facilities. This resource is well managed by a professional school librarian.
154. Improvement since the last inspection is satisfactory. The pupil to computer ratio is still below the national average, the National Curriculum for information technology is not yet fully in place and some subjects still

experience difficulty in gaining access to information technology resources. However, there is also significant evidence of positive progress. The pupil to computer ratio and other information technology resources have been significantly improved, schemes of work are in place, regular information technology lessons for all have been introduced into Years 9 and 10 and a successful new GCSE short course has been introduced at Key Stage 4.

## **MODERN FOREIGN LANGUAGES**

155. Standards in French and Spanish are above the national average and have improved since the last inspection. In 1999, teacher assessments at the end of Key Stage 3, both boys and girls attained at a level much higher than the national average in French and Spanish. Attainment in a significant majority of lessons observed during the inspection is in line with or better than national expectations. French results at GCSE have been higher than the national average for the past three years. In 1999, 73 percent of pupils gained A\*-C grades, compared to 46 percent nationally. Although girls outperform boys in French, in line with the national picture, there is no evidence of boys' underachievement. More than 60 percent of boys gained A\*-C grades compared to 37 percent nationally. Since the introduction of Spanish, results for the small number of pupils entered have been lower than the national average. Pupils entered for GCSE Spanish in the year 2000, however, will be the first to have studied Spanish for five full years. In the majority of the lessons observed at Key Stage 4, attainment is at least average, and often above or well above national average in both French and Spanish.
  
156. At Key Stage 3, pupils' achievement is satisfactory and at Key Stage 4 good, based on the progress they make against their own prior attainment. Pupils can answer readily in French or Spanish with some fluency and in many cases, a good accent. Year 7 pupils respond eagerly to the challenge of role-playing as a French-speaking robot. Year 8 pupils can note the main points and some details from a longer passage of familiar language about bedrooms, spoken at near natural pace. The scrutiny of Year 9 pupils' work indicates that they are producing an increasing range of extended writing, using the past and future tenses. Where Year 10 pupils are attaining well above average, they can follow a dialogue spoken at near normal speed, answer questions and discuss grammatical points in French. Year 11 pupils can initiate and develop conversations about holidays and have good pronunciation. They can understand texts containing unfamiliar and complex Spanish words.
  
157. Pupils are well motivated and work hard. They have good relationships with the teacher and with each other. Behaviour is good and often very good. Pupils collaborate well and work effectively in groups.
  
158. In both key stages, the quality of teaching is predominantly good or very good. Most of the teachers have two languages, with a secure knowledge of both French and Spanish. In a distinct improvement since the last inspection, teachers' consistent use of the target language provides a good role model for the pupils. Where teaching is strongest, lessons are well organised, conducted at a suitable pace and simple resources are used effectively. For example, in a Year 7 Spanish lesson on 'Descriptions', the work was planned around previous classwork and homework. The teacher included extra teaching points through reference to photographs of pupils and their families displayed on the walls. In a Year 10 French lesson, pupils learnt the vocabulary needed for changing money. They consolidated their learning through reading comprehension and used this new knowledge in role-play. Examination skills are taught efficiently to older pupils. There is effective teaching in partnership with the French and Spanish foreign language assistants in Key Stage 4. Since the last inspection, a reading scheme has been developed as part of the school's literacy plan. Specialist equipment has been installed in one of the classrooms. This is used to develop listening skills and as an opportunity for pupils to record themselves. Where teaching is less good, pace is inappropriate and tasks are less well matched to pupils' needs. This results in a minority of pupils losing interest and they do not complete their tasks. Vocabulary books are not checked for accuracy. This can cause problems when pupils are set a learning homework.
  
159. Curricular provision for modern languages is satisfactory but there is limited opportunity for pupils to study two languages after Year 7. Pupils also have limited opportunities to use information technology. The leadership and management of the department are satisfactory. Systems for monitoring classroom practice, marking and recording are now in place. An annual review of pupils' performance contributes towards raising standards. Since the last inspection, the department evaluates the effectiveness of staff training and expenditure on materials. The department has good resources and the new, purpose-built accommodation is good. Teachers set homework regularly and complements the work covered in class. Teacher mark pupils' work conscientiously and give National Curriculum levels where appropriate. However, teachers make inconsistent use of comments and targets to encourage pupils' individual progress. Schemes of work have been developed but lack detail of; for example, strategies for teaching the full range of ability, including ways of extending brighter pupils. The

schemes of work also lack full details of assessment opportunities. There is inconsistent support for pupils with special educational needs and no additional monitoring of their progress. Links with schools abroad and visits to French or Spanish speaking countries have not taken place for the last two years. There has been no provision of enrichment through extra-curricular activities.

## **MUSIC**

160. GCSE results in music are above the national average. At the end of Key Stage 4, the results of the 1999 GCSE examinations were well above the national average. Since 1994, they have been well above the national average. They are consistently among the best results in the school and often the best results. Teachers' assessment of attainment at the end of Key Stage 3 is above the national average. Achievement is good.
161. During the inspection, the work seen in lessons, and in recordings of pupils' work was above the national average at both Key Stage 3 and Key Stage 4. Some performances were excellent. This included high quality unaccompanied singing in three parts, a thoroughly musical performance by a clarinet and harp duo, and a fluent and musical performance of 'Ständchen' by Schubert. There were also some good quality compositions, particularly at Key Stage 4. Many pupils are members of the nationally successful Farnham Youth Choirs. Other pupils are members of County ensembles and in some cases are pupils in the London Music Colleges' provision for exceptional young musicians.
162. In lessons at all levels pupils performed with fluency and accuracy, and their listening skills were good, leading to understanding and a confident approach to individual and ensemble music making. Pupils with special needs are fully integrated into lessons, attain well and make good progress. The significant proportion of pupils with already existing musical skills were also working at their own level, the open-ended nature of tasks set stretching them appropriately. Nearly ten percent of pupils have instrumental lessons from the local education authority service, which is a high proportion. The school fully supports instrumental tuition for all pupils who wish to take it up. Nearly 20 per cent of pupils take part in the lively, varied and high quality musical extra-curricular programme. Music is central feature in the school's view of itself.
163. Music was very good at the last inspection, and these standards have been maintained. Teaching and learning is very good at both Key Stage 3 and Key Stage 4. The teachers' knowledge and understanding of music are excellent. Teachers are secure as musicians. In the best lessons the enthusiasm and commitment of the teacher was transmitted to pupils, who shared the excitement of the music. This was particularly well shown in Year 7 lessons on the gamelan. During the inspection, work seen showed very good assessment procedures. Very good use of questioning reviews extends pupils' knowledge and awareness. Teachers made good use of a music-specific analytical vocabulary. The good teaching methods made pupils feel secure enough to take musical risks, which lead to good achievement. This was well shown in the Year 9 blues project. There were very good links drawn with a wide range of musical examples from across the world and in a good range of historical contexts. Clear targets are set at the beginning of lessons with criteria for success. Teachers develop and support individual pupils well.
164. Pupil attitudes and behaviour are very good in Key Stage 3 and excellent in Key Stage 4. There is a positive will to succeed in a calm and committed working atmosphere. Pupils show excitement in their music making, but linked to this is the pursuit of excellence in all aspects of music making. In all classes pupils are mutually supportive and there was a good sense of co-operation. Co-operation and collaboration in group work was good, and pupils used the clear targets as support for self-motivation.
165. The curriculum fully satisfies National Curriculum requirements, apart from the information technology aspect, which is under-resourced. The curriculum is being developed from its current foundation in a published scheme, to one, which more fully reflects the aspirations and abilities of the staff and pupils of this school. The good assessment scheme, which fully reflects overall school principles, has a strong element of pupil self-assessment. Music plays a very strong role in the spiritual, moral, social and cultural education of pupils. Accommodation is excellent, resources are excellent except for provision of music-specific information technology. The links into other local musical activities are very strong.

## **PHYSICAL EDUCATION**

166. The proportion of pupils achieving at or beyond national expectations in teacher assessments at the end of Key Stage 3 in 1999 is well above that seen nationally. There are no significant differences between the attainments of boys and girls. No lessons were observed in Year 9 because of national end of key stage tests. In lessons, by the end of Year 8, the majority of pupils are on course to achieve at or beyond national age related expectations by the end of Key Stage 3. All pupils have a secure understanding of the need for appropriate warm-up before physical exercise. They understand the need to practise in order to improve individual skills and techniques in, for example, the use of accurate forehand strokes in tennis and in the correct technique for long jump. Overall, standards of attainment have been maintained since the last inspection.
167. There are no records of teacher assessments for the proportions of pupils working at or beyond age related expectations at the end of Key Stage 4 in 1999. In lessons, the majority of sixteen year-olds achieve at or beyond national age related expectations in the games and activities taught. In tennis, for example, the great majority of pupils are competent in their use of forehand groundstrokes and a significant minority use a variety of shots with confidence. In rounders pupils' fielding and striking skills are well developed. Standards of attainment have been maintained since the previous inspection.
168. Year 10 pupils now have the opportunity to follow the GCSE physical education course. In lessons, pupils are making good progress in relation to the syllabus requirements. They are, for example, developing a secure understanding of different training methods in theory lessons. In practical lessons, they are developing an understanding of tactical play in rounders and developing a range of stroke play in tennis. Pupils identified as having special educational needs are well supported and integrated in lessons and make progress in line with their capabilities.
169. The great majority of pupils respect the ethos within which the subject is taught. They work very well together in pairs and small groups and are supportive of one another. They also show respect for the capabilities of one another. Pupils' very positive attitudes and the way they respond to consistently high expectations helps to create a very effective learning atmosphere in lessons.
170. Overall the quality of teaching and learning is very good, particularly at Key Stage 4 and has improved since the last inspection. Because of the end of key stage tests and the structure of the two-week timetable, far more lessons were observed at Key Stage 4. There are no significant weaknesses in the quality of teaching. The overall quality of the teaching is having a positive impact on the quality of pupils' learning and the progress they make in lessons. Teachers have very good subject knowledge and plan practical and theory lessons well. All lessons are clearly structured and learning objectives are shared with pupils. In practical lessons, teachers demonstrate skills clearly and break them down so that pupils know what is expected of them and how they can make progress. In a Year 8 athletics lesson, for example, this was done effectively when teaching sprint techniques and the technique for long jump. Effective questioning by teachers not only allows them to establish the extent of pupils' knowledge and understanding but also encourages their speaking and listening skills and use of correct terminology. In practical lessons, such as tennis, teachers successfully group pupils so that all are able to make progress in line with their prior attainments. In a Year 10 GCSE tennis lesson; for example, talented pupils were able to make progress using the full range of shots available and the less competent were able to focus on developing their groundstrokes. Teachers pay due regard to safety and ensure that pupils are suitably warmed up. Pupils are also encouraged to lead their own warm-up and in a Year 10 rounders lesson, for example, did so very well. This offers them challenge and deepens their knowledge and understanding of this aspect of their work. Very good use is made of praise, encouragement and constructive criticism. Pupils are aware of the progress they are making and are developing an awareness of their own capabilities. All teachers successfully convey the expectation that all can have success in practical lessons thus boosting confidence and motivation. The variety of activities in lessons helps to ensure that pupils concentrate and work at a good pace.
171. There are though a few inconsistencies in teaching, which if addressed, would improve the quality of teaching even further. There are sometimes missed opportunities for pupils to be more involved in pair work coaching and evaluation. In a Year 7 striking and fielding skills lesson, for example, this would have deepened further pupils' knowledge and understanding of the principles and techniques involved. Sometimes teachers evaluate the lesson and do not check what pupils have learned. At present, Key Stage 3 warm ups do not name the muscle groups. Inclusion of these would improve pupils' knowledge and understanding of human physiology and, it would prepare those pupils who opt to take the course at GCSE. There are some inconsistencies in marking. If pupils miss work, comments made in GCSE theory folders by teachers are not always followed up.

172. The curriculum for the common course is broad and balanced and meets the requirements of the National Curriculum. There is though a lack of clarity as to which two in-depth activities are being studied by pupils at Key Stage 4. Since the last inspection, the introduction of GCSE physical education in Year 10 has enhanced curricular provision. However, this has resulted in less time for the common course in Year 10. In effect Year 10 pupils only receive some forty minutes practical activity per week. The planned and agreed curriculum allocation for next year means that all Key Stage 4 pupils will only receive this limited time for the common course. This, along with the problems of the of the limited use of indoor accommodation because of public examinations, means there will be insufficient time to cover the demands of the new physical education National Curriculum to be introduced in September. A further negative impact of this reduction in time has been the department's inability to re-apply for the Sportsmark Award.
173. The other whole school responsibilities of three of the physical education teachers affect from the amount of time and work they can commit to the subject. Nevertheless, the department offers a range of extra-curricular opportunities including both competitive and recreational activities. This enhances further pupils' learning experiences. As a result Year 10 cricket and football teams have achieved success at district level and individual pupils have gained representative honours at county and regional level in athletics. The experience, qualifications and excellent staff working relationships within the department is reflected in the overall very good quality of teaching and learning in the department and enables the full range of ability to make progress. Since the previous inspection there have been considerable staff changes and the head of department has only been in post for one year. Leadership and management is developing well and the department is well prepared for the forthcoming changes in National Curriculum physical education and the new assessment levels being introduced in September. Despite the best efforts of the school, a second purpose-built indoor physical education facility has not been built. However, finance has now been secured, planning permission agreed and building can go ahead in the near future. This will greatly enhance accommodation for the subject.

## **RELIGIOUS EDUCATION**

174. Religious education follows the Surrey Agreed Syllabus. There are no examination results. Pupils arrive at the school with a wide variation in their understanding of religion but well above average in English. Overall standards of attainment are above those outlined in the locally agreed syllabus.
175. Those with below average and average prior attainment when they enter the school make good progress so that by the end of Key Stage 3 their level of attainment is well above those outlined in the locally agreed syllabus. They have a good knowledge of the principle beliefs and practices of the main religions that are found in our society. For example a Year 9 group have a good understanding of the four noble truths that are found in Buddhism. They are able to use religious language well and understand the importance of symbolism in religion. Their appreciation of the role that sacred places play in religious communities is good. Year 8 pupils had produced some excellent projects examining local places of worship, which also demonstrated how well they could use word processing skills.
176. Progress for higher attaining pupils is satisfactory. Their knowledge and understanding of religious beliefs and practices is good, but their ability to use the higher order skills of evaluation and analysis is not so well developed. For example, when looking at the importance of such stories as the life of Paul they had a good understanding of the story and how important it is the historical development of Christianity, but they were not able to stand back and evaluate the type of story it is. Pupils with special educational needs make good progress. In a Year 9 class, they were able to use the worksheets provided to play an active role in the discussion they were having about Buddhism.
177. Progress at Key Stage 4 is satisfactory overall. A lack of explicitly religious material in the syllabus currently being followed means that progress in their understanding of the beliefs and practices of religion is satisfactory. A group of Year 11 pupils were carefully considering the question of violence in society using the teaching of Hinduism to illuminate their discussions. However, the pupils' ability to engage in a discussion on contemporary moral and social issues is good. Their responses demonstrated a sensitive and thoughtful attitude. They were able to reflect upon their own beliefs and life style in a mature way. A Year 10 group produced some good poems, which focused on the miracle of life. Although the higher attaining pupils still lack the ability to critically analyse and evaluate religious phenomena, overall achievement is satisfactory and standards remain above those outlined in the locally agreed syllabus. Standards of attainment have improved since the last inspection.

178. The quality of learning is good. It has improved since the last inspection. Committed non-specialist teachers, currently working without the support of a head of department, create a challenging environment in which pupils respond well. Their knowledge of the subject is good and they use a variety of learning strategies to maintain the pace of lessons. In a lesson on Buddhism, the teachers' good knowledge of that religion helped pupils understand difficult concepts. In a Year 7 class, pupils keenly responded to the teachers probing questions as she effectively used religious artefacts to bring the lesson alive. Lessons are characterised by good relationships in which humour and respect produce a positive response from pupils. In a small minority of lessons discussions were not handled efficiently with the result that pupil interest waned and issues were not developed as deeply as they might have been. A Year 10 class were not fully involved in a discussion on medical ethics with the result that they became restless and uninterested. Suitable homework is regularly set.
179. The assessment of pupils' work is unsatisfactory. Although individual teachers do set appropriate tasks for assessment, the department does not have a system, which effectively tracks pupils' progress. No progress has been made in this area since the last inspection. An absence of tasks, which fully develop the more advanced skills set out in the syllabus, is also a weakness.
180. The management of religious education is unsatisfactory. A lack of clear leadership coupled with poor organisation and communication means that decisions are not made. There is no clear development plan, which outlines achievable targets. Although resources are good and used effectively there is an absence of clear focus for such things as the implementation of plans to introduce the new short course GCSE.