

INSPECTION REPORT

GREENSHAW HIGH SCHOOL

Sutton

LEA area: Sutton

Unique reference number: 103000

Headteacher: Mr John K Fuller

Reporting inspector: Mr D P Cosway
OIN: 2734

Dates of inspection: 10 - 13 September 2001

Inspection number: 188412

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Community

Age range of pupils: 11 to 19 years

Gender of pupils: Mixed

School address: Grennell Road
Sutton

Postcode: Surrey
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Telephone number: 020 8715 1001

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Appropriate authority: The governing body

Name of chair of governors: Mr Derek Hammond

Date of previous inspection: 13 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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2734	Paul Cosway	Registered inspector		What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9275	Candy Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
12276	Terence Payne	Team inspector	Music	
31680	Phil Redican	Team inspector	Art	
16950	Caroline Orr	Team inspector	French	How good are the curricular and other opportunities offered to pupils?
15462	Clifford Blakemore	Team inspector	Geography Leisure and tourism Travel and tourism	
28878	Andrew Blow	Team inspector	Mathematics	
13067	Alan Quinn	Team inspector	Chemistry	
27983	Mary Sewell	Team inspector	English	Spiritual, moral, social and cultural education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is above average in size for a comprehensive school, having 1349 pupils aged between 11 and 19, with slightly more boys than girls. The sixth form, of 214 students, offers a broad range of A-level and vocational courses. The school serves Sutton in outer London and competes for pupils with local selective and private schools. The social and economic circumstances of the area match the national picture and the proportion of pupils eligible for free school meals is broadly average, at just over 12 per cent.

Most pupils are white. Around ten per cent are from ethnic minorities, including children from black, Indian, Pakistani, Bangladeshi and Chinese families. The proportion of pupils for whom English is an additional language (7.2 per cent) is larger than nationally but none is at an early stage of learning English. The proportion of pupils with statements of special educational needs (4.3 per cent) is above the national average. There are almost 240 pupils on the register of special educational need, of whom nine are in the sixth form. Of those with statements, a quarter has speech and communication difficulties, just over a quarter has specific learning difficulties. Several have emotional or behavioural difficulties and small numbers have dyspraxia or physical disability. The school has a designated facility for 16 pupils with full statements of educational need, because of their speech and language difficulties. The attainment of pupils on entry is slightly below average. This short inspection included, as in all 11 to 18 schools, an additional focus on post-16 students.

HOW GOOD THE SCHOOL IS

This is a very successful school, with very good and excellent features. Pupils achieve well. From slightly below average attainment on entry, attainment in the Year 9 national tests has been consistently above the national average for the last four years. In GCSE examinations, attainment has been above average over the same period and well above that in similar schools. The quality of teaching is good and, as a result of this and the very positive ethos in the school, pupils learn well, developing good learning skills, learning to work independently and co-operatively. The school has worked hard on its equal opportunities policy and this is implemented very well. As a result of this there is very good provision for the gifted and talented pupils, as well as those with special educational need. The sixth form is successful and cost effective. The leadership and management of the school are very good, providing clear direction and monitoring the work of the school very effectively. The school has good links with parents. The school gives good value for money.

What the school does well

- Pupils achieve well and attain standards above average, overall, in the national tests at the age of 14 and in their GCSE examinations.
- Pupils develop good attitudes to school and they work hard. Their behaviour is good.
- Assessment information is used very well to help pupils by ensuring that they have realistic targets and make progress in their learning.
- Teaching is good overall.
- The leadership and management of the school and subject departments focus successfully on the raising of attainment.

What could be improved

- Although attainment is high overall, not all courses are equally effective in bringing the best out of the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1996. Since that time, the school has improved its performance in GCSE examinations and has raised attainment significantly in the sixth form. Well-planned and focused staff development has succeeded in sustaining the good quality of teaching that was commented on in the 1996 report. There has been an improvement in the use of assessment data to ensure that pupils are helped to make good progress. The work of the school is being

monitored with increasing effectiveness and the results of this are fed back to teachers on a regular basis.

Progress has been made on all the key issues from the last report and they are no longer areas for concern. The issue about the need to improve the effectiveness of those with management responsibilities has been dealt with well. This work clearly helps to promote improvement in educational standards and the quality of education. Provision has improved in design and technology, where both standards and health and safety have been improved. The quality of teaching has been sustained and the work in most classes matches the needs and aspirations of pupils well. Improvement has been good since the last inspection and the school is well placed to continue to improve in future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 11 and sixth form students at the end of Year 13 based on average point scores in GCSE and A-level/AS-level examinations.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	C	B	B	A
A-levels/AS-levels	E	E	D	

Key

well above average A

above average B

average C

below average D

well below average E

At the end of Year 9, attainment in the national tests has been above the national average overall for the last four years and above average compared with similar schools. Results in English and mathematics have been above average for the last two years. Science results improved significantly in 2001 and were close to the national averages for the previous year.

At the end of Year 11, the proportion of pupils who attained five or more GCSE passes at grades A* - C in the Year 2000 was above the national average and well above that in similar schools. The proportion who attained five or more passes at A* - G was very high, in the top five per cent of all schools. The proportion who attained at least one GCSE grade A* - G was well above the national average. Overall performance at GCSE was above the average nationally, as it has been for the past four years, and well above that in similar schools. Compared with schools with similar levels of attainment at the end of Year 9, attainment at GCSE is very high, the school being in the top five per cent of schools nationally. Both boys and girls attain almost equally well. The results for 2001 show a slight improvement on those for 2000, although national comparative figures were not available at the time of writing. The most successful subjects at GCSE in 2000 were history, mathematics, business studies and design and technology. The subjects that performed least well relative to all others in the school, although the results were close to the average nationally, were physical education and information technology. In 2001, although national comparisons are not yet available, pupils attained well in art and technology subjects, information technology, English and drama. The school exceeded the targets it set for itself in 2000 and 2001.

Overall results in the GCE A-level and GNVQ advanced and intermediate-level courses show that, while results are below the average nationally, students achieve well, making good progress from their results in GCSE examinations. The best results in the year 2000 were in media studies and physical education, with above national average results also in mathematics. Attainment in physical education and media studies has been consistently good in recent years, up to and including 2001. However, in most subjects numbers are small so analysis is not statistically valid.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils have positive attitudes to the school. They want to succeed. They work hard and listen carefully to advice from their teachers.
Behaviour, in and out of classrooms	Good: this helps to maintain a good learning ethos. Lessons are purposeful and very little time is wasted. Very good behaviour outside of class ensures that the school is a very orderly and friendly community.
Personal development and relationships	Good: pupils relate very well to teachers and to one another. Most develop independence and learn to work well and co-operatively with others. They are respectful and considerate.
Attendance	Above average and improving, as a result of new procedures for monitoring attendance and immediate telephone checks on absence.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11	Years 12 – 13
Quality of teaching	Good	Good	Good

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

The teaching of English is very good in Years 7 to 11. In science and mathematics, some of the lessons observed with these year groups were very good and the teaching was good overall. The teaching of literacy and numeracy has a high priority and these aspects are taught well. Teachers' good knowledge of their subjects and the good relationships they have with their pupils are key strengths. They care for their pupils and their pupils are very positive about the support they receive. Pupils have the confidence to try hard and tackle new and challenging tasks. They understand that their teachers want to help them. They trust their advice and most listen carefully and respectfully. The better lessons are brisk, purposeful and inclusive. Almost all pupils respond well to their teachers' high expectations of them. They are hard working, good listeners, know what to do to improve and make good progress. In this inclusive school, the teaching meets the needs of all pupils well. Learning is good across the school.

In the sixth form, the best teaching is helping students to develop good independent learning skills, including research skills. In general, the students are mature and responsible learners.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and well balanced with a very good range of GCE A-level courses and vocational courses in the 6th form. For Years 7 to 11, the wide provision for extra-curricular clubs and activities provides good opportunities for pupils to broaden their education.
Provision for pupils with special educational needs	Good: the school offers an inclusive education that meets the needs of all pupils well.

Provision for pupils with English as an additional language	There are no pupils at an early stage in their acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good - and the provision for moral and social education is very good. The provision for cultural education is good, with an increasing awareness of the need to prepare pupils for life in a multi-cultural society. The provision for spiritual development has improved since the last report and is satisfactory. There is not an act of collective worship every day, but the ones that are held are of good quality.
How well the school cares for its pupils	Very good. This is a caring school, supporting pupils' personal and academic development well.

The school works very well in partnership with parents to help them to support their children's learning. The sharing of assessment information with pupils and parents is a strength. Statutory requirements for the curriculum are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher, who is supported well by his senior managers, ensures that the school has a very clear direction for future development. Senior managers focus on the raising of attainment, whilst maintaining a school that is inclusive and cares for all its pupils. Overall leadership is very good.
How well the governors fulfil their responsibilities	The governors fulfil their role well. They are involved in the work of the school, in deciding its future direction and in monitoring its work.
The school's evaluation of its performance	Excellent: a wide range of data and excellent review procedures ensure that the school is evaluating its own performance very thoroughly. Teachers use this information effectively to guide their planning and to raise attainment.
The strategic use of resources	Very good: the teachers are deployed well and they make good use of the accommodation. Resources are used effectively. The school seeks best value in all its purchasing decisions.

The school applies the principles of best value very well to guide its development and its use of funds and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents who responded are very pleased with the school. Over ninety per cent of them:</p> <ul style="list-style-type: none"> agree that expectations are high; believe that teaching is good and their children make good progress; think that the school is managed well; would feel comfortable approaching the school with any problems; think that the school helps their children to become mature and responsible; believe that their children like coming to the 	<p>Of the parents who responded:</p> <ul style="list-style-type: none"> just over 20 per cent are not satisfied with the work that their children are set to do at home.

school.	
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The inspectors agree with the positive comments made by parents. A very small number of parents expressed concerns about incidents of bullying. In general, bullying is taken very seriously by the school and is dealt with well. Those parents concerned about homework provision believe that the setting of work is not organised well enough, leading to their children sometimes having an unfair burden of homework. Procedures within the school have improved and the inspection team was satisfied with the current practice.

INFORMATION ABOUT THE SIXTH FORM

The sixth form has grown steadily in recent years and now is at its largest ever, with 214 students. Most courses are taught at the school, but a small number of students attend Sutton College of Learning for Adults for aspects of their vocational courses. It was not possible to observe teaching on that site because of the timing of the inspection. The overall level of ability of students on entry to the sixth form is below average overall. Lower than average proportions of students have gained A or B grades at GCSE. This results from the inclusive education policy of the school, extending learning opportunities as widely as possible. The school offers a good range of post-16 courses, including a wide number of A-level GCE subjects. Amongst these are such popular and successful courses as media studies and psychology, GCE AS-level and intermediate and advanced level vocational courses.

The students are mainly white, with around 10 per cent from other ethnic groups including Indian and Bangladeshi. Nine students in the sixth form are on the register of special educational needs. Between 10 and 15 students transfer into the sixth form from other schools each year. Approximately 60 per cent of the pupils in Year 11 stay on to take post-16 courses.

HOW GOOD THE SIXTH FORM IS

This is an effective sixth form, with several very good aspects. Students achieve well. Attainment on entry is below average. Attainment in the GCE A and AS- level and advanced-level GNVQ examinations was below the national average in 2000. There was an improvement in 2001. In view of the promising results in the 2001 AS-level examinations and the quality of work seen in lessons, the finding of the inspection is that attainment is likely to be close to the national average when the next examinations are taken, in 2002. The quality of teaching is good, meeting the needs of students. As a result, they learn well, overall. A feature of the sixth form provision is the advanced use of information and communication technology to enhance teaching and learning. The leadership and management are good, ensuring that the work of teachers and students is monitored effectively and that students are set appropriate, challenging targets. The sixth form is successful, cost effective and gives good value for money.

Strengths

- Students achieve well, overall.
- Students develop good attitudes to study. Their behaviour is good and they work hard.
- Teaching is good overall.
- The leadership and management are good and ensure that the students receive the quality of support and guidance they need at this level.

What could be improved

- Some courses, especially English, mathematics, psychology and media studies, provide challenging opportunities for students to develop their independent learning and research skills. In these areas, students are highly motivated and achieve well. However, teaching and learning need to be improved in those courses that are less successful at engaging and motivating students.

The areas for improvement will form the basis of the governors' action plan. Strengths and areas for improvement in individual subjects are identified in the sections on individual subjects in the full report.

THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

The table below shows overall judgements about the provision in the subjects and courses that were inspected in the sixth form. Judgements are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

Curriculum area	Overall judgement about provision, with comment
English	Very good. Results showed a marked improvement this summer. Students are achieving well. Teaching is good. Lessons are very well structured with a range of activities that help students to build up their knowledge and understanding. Assessment is very thorough and is shared with students, which enables them to have a firm understanding of areas of their work which need development
Mathematics	Very good. In mathematics, the students attain well and make good progress. The teaching is good, based upon high expectations, very good curriculum organisation and monitoring and support of students. The department is very well resourced and uses information and communication technology imaginatively and effectively to support learning.
Chemistry	Good. Results have shown marked improvement recently and students make good progress between GCSE and AS-level. There is good teaching, contributing to the motivation and commitment of the students. The monitoring of students' welfare and academic performance is good, but there is a need for more experimental and investigative work and for students to be encouraged to contribute more in lessons.
French	Good. In 2000 no students took A-level or AS-level examinations. In 2001, A-level results showed an improvement over earlier years. AS-level results were slightly below national 2000 figures. Teachers have good subject knowledge and teaching is good overall. Lower attaining students are sometimes not fully involved in lessons and make little contribution.
Geography	Good. Results are average, and have progressively improved in recent years. This is due to good, high quality coursework and to significant improvements in the preparation of candidates for the examination. Teaching is good and leads to students achieving well, but there is insufficient participation of students in lessons.
Art	Satisfactory. Standards are improving due to more stable staffing, the teachers' good knowledge of their subject and a shared commitment to improvement. Students have good research skills and draw well. Their experimentation with materials, however, is hesitant and limited in scale.
Music	Good. Teaching is good; lessons are well planned to match the needs of the students. In turn, the students show positive attitudes and enjoy their lessons. Assessment is effective in helping students to improve their work. The accommodation and resources for music are very good.
Business education	Satisfactory. A-level results over the period 1998-2001 show that students have added value from GCSE. AS-level results in 2001 were modest with only one candidate gaining an A or B grade. Teaching shows some good features, but information and communication technology is underused as a research aid.

Travel and tourism, leisure and tourism	Good. Standards are sound and improving as a result of better planning and guidance. Teaching is satisfactory overall and the quality of marking and assessment is very good. The subject is led well. Teaching methods, however, give insufficient opportunity for students to show initiative and independence in learning.
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All other sixth form courses were sampled. In the single lessons seen of physics and biology, teaching was at least satisfactory. Very good, sometimes excellent, teaching was observed in psychology, drama and media studies. These subjects are strong in the school. Good teaching was observed in physical education, personal and social education and philosophy.

OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	The educational and personal support and guidance for students are excellent. Procedures for assessing students' attainment and progress are excellent and the information from assessment is used very well indeed to guide and support individual students, all of whom have mentors and individual targets. The quality and accessibility of information and advice are very good, including good provision for careers advice and guidance about further and higher education. Sixth form tutors are effective and have the confidence of their students.
Effectiveness of the leadership and management of the sixth form	The senior managers with responsibility for the sixth form carry out their roles very well, giving very good guidance to teachers and students arising from thorough monitoring and evaluation of their work. Financial planning is very good and there is a good match of teachers to groups and courses. The school's aims are fully reflected in the planning and work of the sixth form, providing equal opportunities for all to benefit from an appropriate post-16 education.

STUDENTS' VIEWS OF THE SIXTH FORM

What students like about the sixth form	What they feel could be improved
<ul style="list-style-type: none"> the choice of courses; clear accurate information about subjects; helpful and constructive advice on choosing subjects; help given to settle in to sixth form work; the quality of the teaching; teachers' willingness to help if they are having difficulties with their work; good advice on university entry and careers. 	<ul style="list-style-type: none"> enrichment courses and extra-curricular activities; support and guidance; treatment of them as adults and listening to their views; independent study.

The students spoken to during the inspection were full of praise for the school and the quality of education they are receiving. A third of sixth form pupils submitted questionnaire returns. One, who has just left the school having completed the course, wrote on the form: *I am absolutely sure that pupils come out of Greenshaw as well-rounded, polite and positive adults who are appreciative of the time that they have spent at the school.* The inspection team agreed with the positive comments made by the large majority of students. There is some scope, however, for encouraging research skills and independent study. Some students do not like the supervised study periods and the school's insistence that they come to school rather than work at home. However, the inspection team judged these to be appropriate procedures, especially for Year 12 students who are in the transition stage between compulsory schooling and post-16 education.

COMPARING PROVISION IN SCHOOLS AND COLLEGES

Inspectors make judgements about provision in subjects and courses, and about leadership and management, in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement "outstanding" in further education and sixth form college reports; poor and very poor are equivalent to "very weak".

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and attain standards above average, overall, in the national tests at the age of 14 and in their GCSE examinations.

1. The attainment of pupils on entry to the school is slightly below average. Analysis of the results of the end of Year 6 national test results for primary school pupils who have entered the school over the last four years shows that attainment has been just below the national average, overall. The proportion of pupils gaining the higher levels, levels 5 and above, has been slightly below the national, as one would expect in an area with selective schooling. Other tests, such as the Suffolk reading test, show that in some recent years the school has more pupils of average attainment and fewer of above and below average than is the case nationally.

Performance in the national tests at the end of Year 9

2. Results in English were well above the national average in 1999 and 2000 and well above those in similar schools in 2000. Levels of attainment have been sustained in 2001, although national comparisons were not possible at the time of the inspection. Attainment has been above average in mathematics in 1999 and 2000, and again attainment levels have been sustained in 2001. Attainment is above that in similar schools. Attainment at the end of Year 9 in science was average in 2000, compared with all schools nationally and similar schools. Results in science had been consistently above average for the three years until 2000 and showed a significant improvement in 2001.
3. Attainment at the end of Year 9 in the national tests has been above average overall for the last four years, and has improved in line with the national trend. Overall attainment was well above that in similar schools in 2000. Both boys and girls attain equally well and better than their peers nationally.

Attainment in GCSE examinations

4. Attainment in GCSE examinations has been rising in the school in recent years and has been consistently above the national average. The proportion of pupils who have gained five or more GCSE passes at the higher grades, A* - C, has risen steadily from 46 per cent in 1996 to 57 per cent in 2000. This very significant increase compares with a rise of less than 5 per cent nationally in the same period.
5. The average point score at GCSE has also increased over the same period. In 1996 it was 3.5 points above the national average at 38.5. In 2000, it was almost 5 points above the national average at 43.2.
6. In 2000, in GCSE examinations, the proportion of pupils who attained five or more passes at grades A* - C was above the national average. The proportion who attained five or more passes at A* to G was very high, in the top five per cent of all schools. The proportion that attained one or more passes at these grades was well above the national average. National comparisons for 2001 were not available at the time of the inspection, but attainment was close to that in 2000. The percentage who passed five or more GCSE examinations with grades between A* - C was down slightly, at 53.4 per cent, but the average point score rose. This indicates that pupils attained better over the full range of grades.
7. Compared with schools with similar levels of attainment at the end of Year 9, attainment at GCSE is very high, the school being in the top five per cent of schools nationally. Both boys and girls attain almost equally well. The most successful subjects at GCSE in 2000 were history, mathematics, business studies and design and technology. The subjects that performed least well relative to all others in the school, although the results were close to the average nationally, were physical education and information technology. In 2001, although national comparisons are not yet available, pupils attained well in art and technology subjects,

computer studies, English and drama. The school exceeded the targets it set for itself in 2000 and 2001. Overall, attainment in literacy and numeracy is above average.

Pupils develop good attitudes to school and they work hard. Their behaviour is good.

8. Attitudes throughout the school are good and the ethos is one that encourages and enables pupils to succeed. Almost all pupils have very positive attitudes to the school. They have a real desire to succeed, working hard and listening carefully to the advice their teachers offer in order to raise their attainment. Almost all pupils like coming to school, are enthusiastic learners and have a real interest in their education. They are proud of the school and realise that they are fortunate to be part of it. Their parents, through questionnaire responses, indicate that well over 90 per cent of children enjoy coming to school – a high proportion for a secondary school.
9. Attendance is above the national average. The vast majority of pupils arrive at school punctually. This allows the school day and lessons to begin on time in a calm atmosphere that prepares pupils well for the busy day ahead.
10. Behaviour is good in lessons. This creates a business-like and purposeful ethos in almost all classrooms and helps learning. Around the school, pupils are very sensible, well mannered and well behaved. When pupils are on work experience, representing the school or working as tour guides in school, the people they meet appreciate their good behaviour, good manners and positive attitudes. There were no permanent exclusions in the year previous to the inspection. This is better than in most comprehensive schools.
11. Relationships between teachers and pupils, and between pupils themselves, are good and create a supportive and caring atmosphere in which pupils feel secure and comfortable. They respect one another's feelings and are supportive of each other in lessons. There was good evidence of this in a physical education lesson, in which Year 8 pupils worked to improve their basketball skills. Their regular teacher was absent. They co-operated very well with the substitute teacher. Their behaviour was very good and discipline was excellent as they listened, watched a brief skills demonstration and then collaborated very well in mixed gender groups of three or four pupils to rehearse and refine their own performance. They were critical but constructive in reviewing each other's performance, helping and supporting each other. At the end of the lesson, they thanked the teacher.
12. Parents are very pleased with the attitudes and behaviour that the school promotes. Almost all of those who responded to the questionnaire say that the behaviour of pupils is good.

Assessment information is used very well to help pupils by ensuring that they have realistic targets and make progress in their learning.

13. Since the last report, the school has made considerable progress in the compilation and use of assessment data. All teachers regularly record the levels of attainment that pupils have reached in their subjects. Teachers' estimated grades and test results are used very effectively to set targets for pupils. Pupils are aware of the target grades that have been set for them. Their progress is regularly monitored by their subject teachers, heads of house and form tutors. This process, known by the school as academic tutoring, is tailored to individual needs and those who are at risk of not attaining their targets are given additional support.
14. Pupils throughout the school take part in academic tutoring. The system is supported by individual interviews with the headteacher for all Year 11 students and a number of sixth formers. A 'fast track' system sets and monitors targets for a small number of pupils in Years 10 and 11 whose behaviour is causing them to fall behind in their studies. Teacher-mentors volunteer to help Year 11 pupils who have been identified as needing special support between 'mock exams' and their study leave. The 'New Start' programme (a joint project with the careers service and youth service for a small group of Year 10 pupils) seeks to develop self-esteem and co-operation with others.
15. Assessment procedures are consistent throughout the school. Academic tutoring includes the use of self-assessment sheets in Year 7, which the new pupils fill in with the help and support of their parents. Parental involvement continues throughout the children's schooling, building

on the home school agreement, and the good quality of information provided for parents on their children's progress. All of this helps parents to support their children in their learning. Members of staff devote a significant amount of time to working with individual parents who are concerned about their child's welfare: this is seen as an important part of the drive to involve all in learning. Increasingly, pupils meet their targets at GCSE and post-16. The effectiveness of the entire process is shown by the fact that results have improved steadily as new assessment procedures have been introduced and developed.

Teaching is good overall.

16. The quality of teaching in the school overall is good. Very little unsatisfactory teaching was observed. There was excellent or very good teaching in almost a quarter of lessons seen, with two of these being excellent. In well over a third, teaching was good. In a third of lessons, there was satisfactory teaching. Despite the fact that the inspection took place in the first full week of the academic year, with many teachers new to the school, only two lessons were observed in which teaching was less than satisfactory out of 71 lessons seen in all. The proportions of very good and excellent teaching were very similar in the sixth form and the rest of the school. There was more good teaching than satisfactory teaching in the sixth form: more satisfactory than good in the rest of the school. Care must be taken when considering these proportions because relatively few lessons were seen in Years 7 – 11. The good quality of teaching is a significant factor in the good progress that pupils make. Teaching has improved since the last report, when it was reported that almost ten per cent of teaching was unsatisfactory.
17. All teachers plan their lessons effectively to take account of the varied needs of different groups of pupils, including those with special educational needs and the few pupils for whom English is an additional language. The teaching of numeracy is generally good across the school and as a result it is rare for pupils to have problems with numeracy that affect their ability to achieve well in the subjects they study. Literacy is taught well in English and in many other subjects, particularly geography, business education and physical education. Teachers show a growing awareness of the need to reinforce and develop literacy skills, including the teaching of subject-specific vocabulary.
18. Many examples were seen of very good teaching. Such lessons feature high expectations, very good relationships and management of pupils, so that no time is wasted and pupils respond very well to the work the teacher sets. The school has worked hard on developing an effective teaching style across all subjects and the amounts of good and very good teaching are proof that this has been effective. In a lesson in design and technology, on designing and making storage boxes, with Year 9 pupils, for example, the pace was brisk. The teacher's high expectations of good behaviour and a high work rate led to the pupils concentrating and working hard. The level of challenge was high for all. Extension opportunities were provided for the higher attaining pupils and these were an integral part of all homework tasks. The use of assessment was excellent. The pupils' portfolios included photographs of their previous work. The commentary, from both the teacher and the pupil, set out the grade criteria, strengths, weaknesses and future targets. The principles of good practice that the school has identified and shared across departments are evident in all lessons that feature good teaching. Lesson aims are shared with pupils at the beginning of every session so that pupils know exactly what they have to do and what is expected of them. They are regularly reminded of how much time they have to complete the tasks that have been set to keep them on task and working hard. The lesson aims are appropriate and the work is matched well to the needs and abilities of the pupils in the class. Relationships are good and discipline is strong, so that pupils are willing to work and are not distracted.
19. In the two lessons that were less than satisfactory, the pace of learning was too slow. In one, the resources needed for the pupils to accomplish the set task were not available and so a part of the lesson was wasted. In another, the work that was set was inappropriate because the teacher, new to the school, did not, at this very early stage in the academic year, know the abilities of the pupils well enough.

The leadership and management of the school and subject departments focus successfully on the raising of attainment.

20. The leadership and management of the school by the headteacher are excellent and he is ably supported by the deputy headteachers and the senior and middle managers. The governing body fulfils its responsibilities well. The senior team and heads of subject monitor the school's performance very well - and this is an area of strength. As a result of this review, effective action is taken to improve the work of the school. This has led to good progress since the time of the last report and the school is well placed to improve in future. Resources are deployed well to improve the quality of education for the benefit of pupils and the school succeeds very well in getting the best value from its use of its funds and resources. Levels of staffing are good. The teaching staff is well qualified and all teach their specialist subjects. The learning support assistants are very well deployed, sufficient in number to meet the needs of pupils, and they are supporting pupils' learning very effectively. Leadership and management are very good across the school as a whole.
21. The headteacher, along with the other senior managers, provides very clear direction for the work of the school. In full discussion with the entire teaching staff and the governors, a charter has been produced setting out the vision and aims for the school. The expectations that the school has of teachers, parents and pupils are firmly established. The home school agreement makes clear to parents their part in the process of educating their children. The teachers' planner, a new and very useful document, includes a clear and thorough list of the school's expectations of its teachers. Much of this is concerned with the practice of teaching. This sharing of good practice has helped to bring about the generally good teaching across the school. In addition, the criteria are shared by which teachers' performance is monitored. The pupils' planner sets out the school's aims and expectations. These are closely linked to the policy for equal opportunities to which Greenshaw High School has a particularly strong commitment. This is an important factor in its success, for it helps to ensure that all pupils, whether high or low attaining, have an equal chance to succeed.
22. Many of the concepts outlined in the school's charter and in the policy for equal opportunities are already evident in the school development plan. Much of this is focused on the development of all who work in the school, including the professional development of teachers and the further development of teaching styles. It also includes the effective use of assessment information and the identification and sharing of successful practice in order to improve further the achievement of pupils. There are high expectations of both teachers and pupils. The headteacher, supported by his staff, does not accept that there is a ceiling beyond which the attainment of the school's pupils cannot reach, despite the fact that selective and single-gender schools in the immediate vicinity affect the quality of the school's intake. There is a strong focus on the further improvement of examination results, while not losing sight of the importance of other aspects of school life, such as pupils' personal development.
23. The action taken to meet the targets for development has been effective. The results of tests and examinations in 2001 show an improvement in attainment from the levels gained by the 2000 cohort. The improvement in their performance in the national tests at the end of Year 9, for example, indicates that the actions taken, both by the senior managers and governors, and the department concerned, have succeeded in raising attainment significantly in science. (This subject area had the lowest results of the core subjects in 2000). The results overall were in line with the national average, but out of line with English and mathematics. Additional support was put into the department, its work monitored positively and constructively, and additional teaching resources were supplied. As a result of these actions and the positive response and hard work of science teachers, there has been a significant increase in the proportions of pupils gaining level 5 and level 6 in the 2001 tests.

24. A key element in the monitoring process is the open and supportive way in which it is carried out. Teachers do not, in the main, feel threatened by it, as they may in some schools, but very much equal partners in it. It is part of a continuing professional dialogue, which is not highly critical of individual teachers or subject departments. Rather, it is seen as a partnership aimed at improving the overall provision for all pupils. The analysis of test and examination results is only a small part of the shared focus on the monitoring of all assessment information, leading to constant review and development. The aims are to support the review and improvement of teaching skills; encourage an openness about successes and failures; share and celebrate good practice and to make a collective attempt to deal with problems openly, rather than accepting them as inevitable or insoluble. The success of this process is one of the factors that it is enabling the school to improve and attain increasingly high standards of performance.

WHAT COULD BE IMPROVED

Although attainment is high overall, not all courses are equally effective in bringing the best out of the pupils.

25. The monitoring of teaching and learning needs to continue to focus on recognising the most successful practice and sharing it, so that the quality of teaching is consistently high across all subjects.
26. All pupils at the school, including those with special educational needs and those for whom English is an additional language, achieve well. However, there are differences in results across subject disciplines. Statistical analysis of results shows that some curricular areas are more successful than others in getting the best out of their pupils. Effective work has already been done to address this. As has already been mentioned, science results improved significantly in the national tests for 14 year olds in 2001, compared with the school's results from 1996 to 2000. The analysis of results for GCSE in 2000 shows that there were inconsistencies, with pupils performing relatively well in history and mathematics but relatively poorly in physical education and information technology. It is already evident from the 2001 results that improved use of assessment, effective support and advice to all pupils (but especially those who are shown, by good use of prior attainment data and target setting, to be under-performing) can raise the expectations both of pupils and their teachers'. Similarly, as has been shown in the most successful subject areas, the constant review of teaching styles and programmes of work can increase a subject's effectiveness. English is a good example of this. All these factors combined to improve GCSE results significantly between 2000 and 2001 in English. This process of monitoring and review needs to continue across all subjects, to ensure that the expectations of pupils and teachers, the quality of teaching and other aspects of provision, such as the setting of targets and use of assessment data, are equally good across all subjects.
27. Examples of pupils making insufficient progress in lessons were few during the inspection, but were significant, nevertheless. In a French lesson with Year 11 pupils, the teacher, who did not yet know the pupils well, set the same work for all and some found it too easy or too hard. In a mathematics lesson on vectors, the teacher's introduction on vectors did not adequately explain the concepts to pupils, so that some did not understand. Similarly in a science lesson with Year 9 pupils, the concept of refraction was not understood by all. A significant proportion of the pupils did not make the progress they might have done. Even in this very effective school, where the quality of teaching is generally good, there are still improvements that can be made to make teaching more effective, often by making more use of assessment data to ensure that pupils are set appropriate tasks.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. This is a very successful school. In order to continue to improve and to raise levels of attainment further, the governors, headteacher and teaching staff, with the support of the local education authority, should:
- Continue to seek ways of raising attainment in subjects that, at GCSE, are relatively less successful than others in ensuring that pupils make the best possible progress in their learning. In order to do this successfully:
 - 1) the monitoring of teaching and learning needs to continue to focus on the recognition and sharing of the most successful practice;
 - 2) it is important to ensure that the expectations of pupils and teachers, the quality of teaching and other aspects of provision, such as the setting of targets and use of assessment data, are equally good across all subjects. (Paragraphs 2, 7, 25, 26, 27.)

Sixth form

29. The school needs to identify and share best practice in order to ensure that all students are fully involved in their lessons and able to work independently. In particular, it is necessary to ensure that all subjects provide challenging opportunities for students to develop their independent learning and research skills. There are good examples of this at present in English, mathematics psychology and media studies, which other staff can follow. In these areas, students are highly motivated and achieve well. (Paragraphs 19, 33, 34, 35, 36, 41, 42, 50, 56, 60, 66, 78, 94.)

Minor Issues

30. There are two minor issues for the school to consider. Although they were not regarded as serious enough to be key issues for the school, nevertheless the inspection team believes that the governing body should consider:
- 1) developing further the provision for the spiritual development of students; (Paragraph 51)
 - 2) extending the range of enrichment activities in the sixth form curriculum, building on tasks already identified in this year's school development plan.(Paragraph 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	Years 7 – 11	22
	Sixth form	49
Number of discussions with staff, governors, other adults and pupils		45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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Years 7 – 11

Number	1	4	7	9	1	0	0
Percentage	4.5	18	32	41	4.5	0	0

Sixth form

Number	1	9	23	15	1	0	0
Percentage	2	18	47	31	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting the percentages for Years 7 - 11 and the sixth form here as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Y7– Y11	Sixth form
Number of pupils on the school's roll	1135	214
Number of full-time pupils known to be eligible for free school meals	131	

Special educational needs

	Y7– Y11	Sixth form
Number of pupils with statements of special educational needs	54	4
Number of pupils on the school's special educational needs register	242	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	88

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	per cent
School data	6.8
National comparative data	7.7

Unauthorised absence

	per cent
School data	0.2
National comparative data	1.1

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

Attainment at the end of Key Stage 3 (Year 9)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2000	104	89	193

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	76	78	71
	Girls	71	61	54
	Total	147	139	125
Percentage of pupils at NC level 5 or above	School	76 (84)	72 (73)	65 (60)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	40 (38)	52 (43)	28 (26)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	67	82	76
	Girls	67	70	63
	Total	134	152	139
Percentage of pupils at NC level 5 or above	School	69 (74)	79 (77)	72 (64)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	31 (37)	54 (41)	28 (25)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4 (Year 11)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 4 for the latest reporting year	2000	94	96	190

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	49	93	93
	Girls	60	96	96
	Total	109	189	189
Percentage of pupils achieving the standard specified	School	57 (47)	99 (97)	99 (98)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	43
	National	38.4

Attainment at the end of the sixth form (Year 13)

	Year	Boys	Girls	Total
Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	2000	38	29	67

Average A/AS points score per candidate	For candidates entered for 2 or more A-levels or equivalent			For candidates entered for fewer than 2 A-levels or equivalent		
	Male	Female	All	Male	Female	All
School	14.3	13.7	14	2.4	2.3	2.4
National	17.7	18.6	18.2	2.6	2.9	2.7

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	8
Black – other	18
Indian	34
Pakistani	7
Bangladeshi	12
Chinese	5
White	1145
Any other minority ethnic group	46

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	39	0
Other minority ethnic groups	4	0

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

Teachers and classes

Qualified teachers and classes: Y7 Y13

Total number of qualified teachers (FTE)	82.3
Number of pupils per qualified teacher	16.4

Education support staff: Y7 Y13

Total number of education support staff	20
Total aggregate hours worked per week	590

Deployment of teachers: Y7– Y13

Percentage of time teachers spend in contact with classes	75.1
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Average teaching group size: Y7– Y13

Key Stage 3	25.3
Key Stage 4	20.7

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	3625714
Total expenditure	3606000
Expenditure per pupil	2774
Balance brought forward from previous year	20203
Balance carried forward to next year	39917

Recruitment of teachers

Number of teachers who left the school during the last two years	25.6
Number of teachers appointed to the school during the last two years	27

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1284
Number of questionnaires returned	227

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	8	0	0
My child is making good progress in school.	51	44	3	1	0
Behaviour in the school is good.	28	62	4	2	5
My child gets the right amount of work to do at home.	22	54	18	2	4
The teaching is good.	39	56	3	0	1
I am kept well informed about how my child is getting on.	48	41	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	31	6	1	0
The school expects my child to work hard and achieve his or her best.	61	37	1	0	1
The school works closely with parents.	40	47	13	0	0
The school is well led and managed.	52	41	3	2	2
The school is helping my child become mature and responsible.	52	40	6	1	1
The school provides an interesting range of activities outside lessons.	45	39	4	1	11

Other issues raised by parents

A very small number of parents expressed concerns about incidents of bullying. In general, bullying is taken very seriously by the school and is dealt with well. Those parents concerned about homework provision believe that the setting of work is not organised well enough, leading to their children sometimes having an unfair burden of homework. Procedures within the school have improved and the inspection team was satisfied with the current practice.

PART D: THE SIXTH FORM

HOW HIGH ARE STANDARDS?

The sixth form's results and students' achievements

31. The attainment of students in the sixth form who were entered for two or more GCE A and AS-level courses, or the equivalent vocational courses, was below the national average in 2000. The average point score rose from 14 to 14.4 from 2000 to 2001 and has been improving steadily over recent years. The main reason for the score being below average is that there is no general studies course in the sixth form and so the students take fewer examinations than in many similar schools. The school is meeting its targets for sixth form performance and the targets it sets are appropriate.
32. All students achieve well in the sixth form, including those with special educational needs and those for whom English is an additional language, and levels of retention are good. There are no significant differences in achievement between male and female students. Standards of students' oral and written skills are generally good. In English, media studies, psychology and law – amongst other subjects - they can debate and discuss well, helping them to a better understanding of the texts they are studying. There is open access to the sixth form, so not all taking A or AS-level courses, or their GNVQ equivalents, have attained highly in their GCSE examinations at the end of Year 11. Overall, the attainment of candidates on entry to the sixth form is below average.
33. In 2000, media studies and mathematics were the most successful of the courses run in the sixth form. At AS-level, physics was the most successful course, with results significantly above average, followed by mathematics. Results were below the national averages in music and computer studies. Students achieved reasonably well in these subjects, however, in relation to their prior attainment at GCSE. The one candidate for dance attained highly. In most subjects there were too few candidates for statistical analysis to be meaningful.
34. In 2001, attainment was particularly high in mathematics, where 43 per cent of the candidates gained an A grade in the A-level GCE examinations and none of the seven candidates obtained a grade below D. Results were good in psychology, where 40 per cent of the candidates obtained a B grade and all 15 passed. Similarly, in English, attainment was high, with 32 per cent gaining A or B grades and all 25 candidates gaining at least a pass grade. Art was another successful subject. All of the five candidates passed with at least a D grade and 40 per cent gained an A grade. Results were good in media studies. Of the 18 candidates, all passed, none gaining a grade below D. The least successful subjects in 2001 were sociology and history. In both, the average scores for the students who were entered were around half those they gained in their other A-level subjects.
35. Male and female students did almost equally well, overall, at A-level. Male students gained 24.4 per cent of the A and B grade passes; female students gained 22.2 per cent. In the vocational subjects, overall attainment was above the national average. In 2000, 93.3 per cent of candidates at the school achieved a qualification, compared with 73.2 per cent nationally. Comparative figures for 2001 were not available at the time this report was written. More detailed information on attainment in the nine subjects inspected in full at post-16(A-level and AS-level GCE and vocational courses) can be found in the subject sections which follow. Overall, the large majority of students who took their examinations in 2000 and 2001 achieved well in their time in the sixth form. Analysis of their attainment compared with their predicted attainment, forecast from their GCSE examination performance, shows that they did better than would be expected nationally of students who attained similar GCSE grades. Almost all of the candidates attained an average point score above their predicted score. The differences in attainment between subjects are due to differences in the calibre of the candidates, and some differences in the quality of provision in subjects. Although achievement is good overall, not all sixth form courses are equally effective in bringing the best out of the students.

Students' attitudes, values and personal development

36. Sixth form students are keen to come to school and have positive attitudes to learning. They are interested in their work, concentrate well and are involved in their lessons. They are keen to learn, well motivated and respond well to the good teaching and interesting work. When encouraged to do so, they use their initiative and do more than is asked of them, as seen in a Year 13 media studies lesson. Students listen attentively, and are eager to answer questions. They participate in discussion and contribute their ideas, as was observed in a Year 13 chemistry lesson on polymers. Students show that they can take responsibility for some aspects of their own learning, carefully making notes in many of their lessons, for example. Most show independence in their studies, though some need help in taking responsibility for planning their work and undertaking additional research.
37. Relationships are good. They are based on a mutual respect between students and staff. During their time in the sixth form, students mature and grow in confidence in response to the positive and supportive atmosphere in the school. Attendance is satisfactory. There is little absence and most students complete the courses they start, developing positive attitudes to continued education beyond school. Students work well together, supporting each other and sharing ideas. For example, in a Year 12 English lesson, they discussed the concept of *Utopia* in a mature and businesslike manner. The students have a high level of respect for the values and beliefs of others. This was illustrated in a number of lessons and, in particular, they respected the contributions of others when discussing *The Love of the Nightingale* in a Year 12 lesson.
38. An important reason for the positive attitudes that sixth formers show is the care that the school takes over preparing students for entry into the sixth form. The induction arrangements for students are very good: the thorough, well-planned programme, with many valuable features, begins in Year 11. For example, students must write a letter of application, explaining why they wish to enter the sixth form. They also attend a three-day 'taster' before they begin their courses in September. As a result, students know what to expect when they begin their post-16 courses. The programme of guidance is well-structured. Students are helped to make their decisions through very effective guidance from tutors and they can enrol in the sixth form while they are still in their final term in Year 11. The result of all this is that students are very well prepared and settle in very well. Only very small numbers leave in the first weeks of their studies.

HOW WELL ARE STUDENTS TAUGHT?

39. The quality of teaching is good overall and this is a significant reason for the success of the sixth form. Of the 54 lessons observed during the inspection, one was unsatisfactory, because the computer suites were booked and the lesson required access to computers for the students to complete the task that had been set. Apart from this, all were at least satisfactory, with good teaching in 27, very good teaching in nine and excellent teaching in a psychology lesson that sensitively and thoroughly explored the psychological issues raised by the recent tragic events in the USA. Teachers have good subject knowledge and plan lessons well, progressively building students' knowledge, skills and confidence. All lessons have clear learning objectives, shared with the students so that they know what is expected of them. Expectations are generally high. In the better lessons, students are challenged and expected to make significant gains in learning. Most teachers structure the work and offer individual support and guidance in order to ensure that students make progress in their learning. The good pace of learning is a feature of the better lessons. Teaching is brisk and considerable amounts are covered in each session. Students are regularly reminded of how much time is left and what they still have to cover.

40. All teachers are enthusiastic about the subjects they are teaching and most plan interesting lessons so that this enthusiasm motivates and interests their students, increases their commitment, ensures their concentration and encourages them to work hard. In a media studies lesson, for example, a group of Year 12 students, who were less than a week into their course, had produced excellent multi-media presentations. They spoke confidently on issues to do with censorship and the responsibility in the mass media, backing up their arguments with well produced documentation and video presentation. Under skilful guidance, they had worked with initiative and responsibility to research and produce presentations that would have brought credit to students much further advanced in the course. In an A-level GCE drama lesson on *The Love of the Nightingale*, the teacher's subject knowledge was very good. Very good lesson planning made the challenging material accessible to the students through an excellent range of teaching and learning strategies. No opportunity was missed to extend the students' understanding. The teacher was sensitive to the strengths and weaknesses of each individual in the class and ensured that all were involved, and made a positive contribution to the lesson. The homework task was well structured and required them to carry out individual research as a follow up to the work done in class.
41. Where teaching is satisfactory, the students make satisfactory progress, but the level of challenge is lower than in the better lessons and the students are more passive. There is a narrower range of teaching styles, including long periods when the teacher is talking to the class or dictating notes. The students are not as interested or motivated. They are doing less for themselves and their independent learning and research skills are not being developed as fully. In a lesson for Year 13 students studying travel and tourism, for example, the students made satisfactory progress and the teacher had clear learning objectives. The work set was appropriate for the abilities of the students and the teacher used questioning skilfully to extend their understanding of the topic. The lesson was satisfactory but opportunities were missed to extend, challenge and motivate the students by way of a wider range of teaching techniques. The pace was slow and the lesson was centred too much on the teacher so that the students had few opportunities to contribute and develop their own ideas.
42. The school needs to review the consistency of provision across sixth form courses. In those areas where provision is satisfactory, the use of resources and of assessment, along with the range of teaching strategies regularly employed, need to be extended. Teachers could build on the experience and expertise available in subject areas where provision is good or very good. They need to ensure that students make good progress, become mature and responsible learners, and acquire the learning skills that will stand them in good stead in the next stage of their education.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO STUDENTS?

43. The sixth form curriculum is dedicated primarily to academic studies and the advanced vocational courses. The quality and range of subjects offered is good. The curriculum meets the needs of students. The school researches into the needs of students through consultation meetings with students and their parents. As a result, the courses available match the needs and aspirations of the students well and build effectively on their levels of attainment at GCSE, which their sixth form teachers are fully aware of and take into account when assessing progress and planning lessons. The school gives a high priority to preparing pupils for the sixth form. Very good attention is given to the transition period. The Year 12 students, whilst describing the move from Year 11 to the sixth form as a big step, appreciated the support they were given when they began this level of academic work.
44. Access to the sixth form is very good: the school works hard to give opportunities to all who wish it enter post-16 education. They not only seek to provide appropriate courses but also to structure the support and the time available so students can complete courses according to their individual needs. These measures are successful in ensuring that students with minimum qualifications for post-16 entry leave with worthwhile qualifications at the end of their courses. The school's philosophy of inclusive education is paramount and more important to it than the resultant lowering of the average point score compared with that at other, more selective, schools.

45. The governors make valuable contributions to the development of the sixth form curriculum, making good use of their experience beyond school as well as their up-to-date knowledge of the current sixth form requirements for the curriculum. The tutorial programme is very good. Provision for the personal and social education of students is of high quality and recognised and valued in the response that students made in their questionnaire. Three tutorial sessions were observed and the teaching ranged from good to very good, with topics ranging from the preparation for study beyond school to academic tutoring interviews, and discussion of progress.
46. Good provision is made for students to develop their key skills of literacy, numeracy and information and communication technology. Several of these lessons were observed and teaching was good in all. Provision for students with special educational needs is good and there are none for whom English is an additional language who are at an early stage of acquiring English.
47. Departments have written and developed new course outlines, schemes of work and resources to reflect the new course requirements. The school gives students a good overview of the kinds of career opportunities different subjects will open to them. Appropriate and relevant careers guidance is given and students taking the GNVQ courses are given opportunities to pursue work-related experience as part of their study. For example, in GNVQ travel and tourism, trips to British Airways offices are integrated into the course. Similarly, in French and Spanish, extended experience abroad is offered. Sixth form students are offered a number of opportunities to participate in extra-curricular activities. A range of sports is offered and both female and male students are able to play representative sport for the school. Sport can also be followed as a leisure activity. Music and drama are available as sixth form extra-curricular activities and some sixth form students are rehearsing for the school's forthcoming production of Bugsy Malone. Students are also active in fund-raising for charity and there are opportunities for sixth formers to form their own clubs and societies. Though these are few in number, a successful women's self-defence class was formed during the last academic year and continues to run. The current school development plan targets a number of areas, including the formation of a sixth form committee that will enhance the range of sixth form activities.
48. Students are encouraged to take responsibility for their own learning, but the extent to which this is done varies from subject to subject.

Spiritual, Moral, Social and Cultural Education.

49. Moral guidance is very good. A sense of right and wrong underpins the working of the whole school and is reflected in the School Charter. Sixth form students are encouraged to value their place in the school and understand that they must work to keep it. Opportunities for cultural development are good. A range of extra-curricular activities, including theatre and art gallery visits and field study visits, all enrich the learning experience. Examples include: regular public speaking competitions, music concerts, the Docklands study trip, the chess club and the sixth form Bude adventure week. In addition there is industry day and a conservation day, as well as a range of sporting activities. Sixth formers help with the running of sports day and the school swimming gala and many take the sports leadership award.
50. Social development is very good. Sixth form students are encouraged to help those younger or less successful than themselves. They have regular opportunities to help younger pupils to improve their reading skills. They also help with a 'buddying' project designed to help younger pupils settle into school life. They have visits to Sussex University and residential visits form part of their courses. They have opportunities to develop the social aspects of sixth form life, acting on their own suggestions for social activities, and to take part in fund raising activities. Students interviewed valued the personal, social and health education programme.
51. The spiritual development of students is satisfactory, but here there are areas for improvement. The statutory requirement to teach religious education is met through religious conferences, which just meet the requirement without providing regular spiritual discussion and enrichment. There is no planned provision for spiritual development within the sixth form curriculum – it happens because it arises naturally from good teaching, such as when the lesson on psychology broadened into a topical discussion of the tragic aftermath of the

American hijackings. Departments need to review their schemes of work, identify areas that have an input into moral, cultural, social and spiritual development, and then plan to implement these aspects consistently.

HOW WELL DOES THE SCHOOL CARE FOR ITS STUDENTS?

Assessment

52. Overall, the procedures for assessing students' attainment and progress are excellent and the school is continuously developing and refining them. The school has a comprehensive database on individual students based on results of national tests at the end of Year 9 and GCSE results. Performance is also analysed using externally produced formulae and national information to predict attainment grades in the sixth form. The school organises regular reviews of students' progress.
53. The school has a sixth form monitoring and review system that assists each student to attain the highest grades of which they are capable. They receive regular advice and guidance from subject teachers and have interviews with their form teachers once a term, when general learning targets and specific actions are set. The head of the sixth form reads all subject and form teacher reviews and has personal interviews with students who have areas of concern. A copy of the review, with the targets set, goes home for parents to see and comment. Students feel well informed and motivated by this process.
54. Marking in all subjects is developmental and informative. The assessment of each major piece of work is followed by an opportunity for the teacher and student to discuss the strengths and weaknesses and set targets for improvement. Students interviewed felt that their work is marked well and that the dialogue with teachers is useful. Good attention is given to technical skills as well as the content, as was seen in the marking of critical appreciation, for example, in English. Many subjects, such as geography, are developing portfolios of assessed work and use these exemplars to help students to see what is expected of them.

Advice, support and guidance

55. The induction arrangements for students are very good: the thorough, well-planned programme, with many valuable features, begins in Year 11. The school provides a very high level of support and guidance for its sixth form students, which meets their wide variety of personal and educational needs. Their personal development is carefully monitored. The acting head of sixth form, form tutors and subject staff all know the students well and are willing to give as much help as they can to ensure that the students, including any who have special needs, achieve well. Students have confidence in their tutors and find them approachable and accessible. Procedures for the health and safety of students are managed well, with experienced staff taking a lead in this area. A full assessment of the site and premises is carried out annually. Issues for action are recorded and any action required is appropriately carried out. Equipment is subject to annual checks.
56. The school has recently consolidated procedures to record and monitor attendance in the sixth form. All students have to attend registration in the mornings and need to request approval to be absent for the final period of the day. A number of new initiatives to record and monitor attendance have been introduced this term. The office staff now checks absences weekly and prepares a weekly list for the acting head of the sixth form. A yellow card system monitors students' attendance in lessons and checks that they remain in school during the day. Students are now expected to sign out when they leave the premises. As the inspection was carried out very early in the academic year, the effectiveness of these new measures had not yet been evaluated.
57. Careers education is good. Students report that they have access to guidance from experienced advisers and there are up-to-date reference materials in the school, including access to the Internet and other computer-based information, such as CD ROMs. There are suitably resourced areas within the library and sixth form library areas. These are due to be re-organised as part of the integration between the external service (now named *Connections*, aimed at offering wider opportunities through closer links with employers, colleges and other

training providers) and the school's provision. They are given good guidance on further and higher education courses.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND STUDENTS?

58. Parents are very supportive of the school and believe that their children enjoy coming to it. Those who returned the questionnaires and attended the parents' meeting were happy with the school and what it achieves. In contrast, a significant number of the sixth form students who completed their questionnaire expressed concerns about some aspects of their life as sixth formers. They feel the school offers a narrow range of activities and enrichment courses outside the main courses, a view supported in discussion with students and inspection evidence. Some students do not feel they are kept sufficiently well informed about their progress. This contrasts with the inspection finding that the quality of marking and of feedback to students on their progress is very good.
59. When talking to students, however, a very different picture is given. They talk very positively about the support and care given by staff. They feel they are being treated as adults and that the support given to them is good. Because of the timing of the inspection, the questionnaires were completed at the end of the academic year, after Year 13 students (who have since left the school) had completed their studies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership and management

60. The members of staff with responsibility for the sixth form carry out their roles very well, providing very good guidance to teachers and students, arising from the thorough monitoring and evaluation of their work. The sixth form aims are fully reflected in the planning and work of the sixth form – respect for all and a balanced education, the opportunity to develop personal maturity, enjoy learning and develop intellectual potential. There are two leadership roles in the management structure of the sixth form: a head of sixth form and an assistant. The leading role was vacant at the time of the inspection. The assistant head of sixth form works well with the school's senior management team in the strategic planning of sixth form development and in the monitoring and evaluation of sixth form teaching and courses. All sixth form tutors are effective in mentoring students. The quality of this, based on the system of target-setting and tracking of pupils' progress, is a strength in the provision for sixth formers. It is praised by Year 12 and Year 13 students and their parents. It goes some way towards explaining the good overall levels of achievement, as well as the confidence that sixth formers have in the advice and support that they are getting at the school.
61. Financial planning is very good. Costs in the sixth form are carefully balanced with those of the rest of the school. The school monitors carefully the expenditure allocated to the sixth form and there is a very close match between the sixth form expenditure and that for the main school
62. The school is meeting the challenge of resourcing the new arrangements for post-16 courses in a positive way, and has actively promoted the notion of a two-stage post-16 curriculum to its students and parents. Collaboration each year, between the headteacher and the member of staff with responsibility for the timetable over projected numbers in Years 12 and 13, is early and governors are involved in strategic decisions over levels of funding and staffing to provide a breadth of courses and choice for students.
63. However, despite the best efforts of the school, they cannot always accurately forecast how many students may leave at the end of Year 12 or continue their AS courses to A2-level. This can result in a few very small groups in Year 13, which, in addition to being uneconomic in terms of staffing, may not be best serving the educational needs of all students. The contact time increases for Year 13 students. Their courses are given ten periods a week instead of nine. Nevertheless, the slightly higher proportion of expenditure per student in Year 13 is

balanced by the lower levels of expenditure in Year 12, which means that the sixth form is not run at the expense of the rest of the school.

64. The principles of best value are firmly in place and support every major budget decision, as well as the day-to day management of the school. For example, the professional development of the school's own maintenance staff has created significant savings. Rather than paying a percentage of all building contracts for project management, direct project management of building developments by the school has saved significant amounts of money. Similarly, through careful awarding of a catering contract, the school has been able to return money to the education of its pupils. Overall, the sixth form gives very good value for money.

Resources

65. The quality of teaching accommodation for sixth form students is at least satisfactory and, in some subjects, like geography and music, it is good, or even, very good. The students have their own common room. This facility, though sometimes cramped because of the number of users, is much appreciated. Sixth form students also share a dining area with their teaching staff. The quality of catering provided is very good. Within the school, students have adequate access to computers and a good number of machines is available for use in the school library. This provides a good place for students to study quietly, but the learning resources available for sixth formers in the library could usefully be extended: there are barely sufficient books for any subject. Learning resources within the subject areas are generally good, however. All members of staff are teaching subjects for which they have suitable qualifications: the match between the qualifications and experience of the staff to the demands of the curriculum is good.

PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, nine subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2000.

GCE A-level and AVCE courses 2000

Subject	Number entered	per cent gaining grades A-E		per cent gaining grades A-B		Average point score	
		School	England	School	England	School	England
Mathematics	7	100	89	43	45	6.57	5.99
Physics	2	100	88	0	41	3.00	5.72
Chemistry	5	80	89	40	42	5.20	5.87
Biology	10	60	88	20	34	3.60	5.28
Business studies	2	100	91	100	31	5.00	5.34
Computer studies	8	100	85	100	23	4.25	4.57
Physical education	4	100	91	100	25	6.00	4.99
Art and design	4	100	96	25	45	5.50	6.42
Media studies	11	100	93	45	30	6.73	5.42
Geography	18	94	92	11	37	4.44	5.73
History	8	88	89	38	34	5.50	5.43
Sociology	4	100	88	25	37	5.00	5.46
English	21	86	92	24	31	4.57	5.38
Spanish	5	100	90	40	40	6.40	5.75
Other languages	1	100	94	100	59	8.00	7.07

GCE AS-level courses 2000

Subject	Number entered	per cent gaining grades A-E		per cent gaining grades A-B		Average point score	
		School	England	School	England	School	England
Chemistry	1	-	-	-	-	-	-
Mathematics	17	53	63	29	17	1.65	1.56
Physics	6	83	53	33	8	2.50	1.08
Computer Studies	10	90	72	0	13	1.60	1.72
Dance	1	100	77	100	41	5.00	2.61
Other social studies	1	-	-	-	-	-	-

Intermediate vocational qualifications 2000

Qualification	No in final year	% gaining qualification		% gaining merit	
		School	England	School	England
Intermediate GNVQ IT	9	89		56	
Leisure and tourism	15	100		47	

SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

MATHEMATICS AND SCIENCES

The focus was on mathematics and chemistry. Five lessons were observed in mathematics, of which two were numeracy key skills. The key skills lessons observed were the first of the course and students had a consistent experience in both classes. The introduction to the course was clear and the teachers were concerned to motivate their classes. In both cases they succeeded, to the extent that, following the introduction, students were able to say how the course would benefit themselves personally. They all became involved with the first task (of script analysis), understood what was required and were able to gather the appropriate data.

In the sciences, the focus was on chemistry, but biology and physics were also sampled. In biology and physics both sets of examination results were below average in 2000. This reflected the predictions based on GCSE results. One lesson in each subject was observed. Both were satisfactory. In physics, a Year 12 class made effective links to their recent GCSE work on materials to enable some more advanced concepts to be tackled. In biology, a Year 13 class was observed. In this students showed a sound understanding of the metabolic processes in respiration pathways.

Mathematics

Overall, the quality of provision in mathematics is **very good**.

Strengths

- The department has a shared commitment to improvement and teachers have high expectations.
- Results have shown an upward trend over the last four years.
- There is a very well structured scheme of work.
- Learning objectives are shared with the students.
- Students are consistently monitored and given counselling and support.
- The teaching is tightly focused on what the students need to know and do in order to achieve examination success.
- Information and communication technology is used extensively and imaginatively as a management tool and a curriculum aid.
- Leadership and management are very good.

Area for improvement

- Teachers do not take enough advantage of opportunities for conceptual development in their teaching.

66. Attainment is good with an upward trend in results over the last three years. Average point scores at AS and A-levels have been above national averages for the last three years and have risen again in 2001. Since 1997 all students who took the A-level examination have achieved a pass grade. GCSE examinations taken in the sixth form show less consistent results, with the proportion of students obtaining a grade of C or better varying between a quarter and a half of those entered. Male and female students achieve equally well in all examinations.

67. At the time of the inspection, students in both Years 12 and 13 were only a few days into their courses. The standard of work seen in lessons was at or above course expectations. Good use

is made of information and communication technology, for example, in using numerical methods to solve equations and in statistics. Higher attaining students analyse and draw conclusions from data and exhibit a good understanding of equations and a range of numerical methods for their solution. Lower attaining students show less ability to analyse and their work is more descriptive. However, they handle data well and all students show facility with calculations and the use of formulae.

68. Modular coursework in Year 13 shows greater maturity than in Year 12 and work seen in lessons shows facility with mathematical processes, but conceptual understanding is less well developed. For example, students in a Year 12 class could effectively use two forms of the formula for calculating standard deviation, but were unable to clearly explain what the standard deviation meant in the context, or discuss the structure of the formula.
69. The teaching in two of the lessons seen was good and in one was satisfactory. In one of the good lessons, the students were benefiting significantly from the use of information and communication technology to support their work, and in working independently. In the other, a lesson on network analysis, the teacher actively involved the students in assessing their work and so reinforced their understanding.
70. The strengths of teaching lie in the teachers' good subject knowledge, shared high expectations, with a very clear purpose and learning outcomes defined for each lesson, and shared with the students. Explanations are clear and overhead projectors and boards are used well to illustrate and explain. The teachers are supported by detailed schemes of work, derived from the examination syllabuses, which contain learning objectives, resources required and assessment processes. There is a student version of the scheme of work, which typifies the way in which the department shares objectives and assessment criteria with students. As a result of this good practice, the learning and attainment in all lessons was at least satisfactory, and there was already evidence of A-level of focus and purpose which would lead to increased rates of progress and higher attainment as the term progressed. The very good leadership and management of the department make a significant contribution to the progress and attainment of the students.
71. However, by tightly focusing teaching on what they identify as the curriculum and learning needs for examination success (a strategy which is producing significant success for many students) the teachers are missing opportunities for conceptual development. This would increase the opportunities for higher performance for some students both in the sixth form and later in higher education.
72. The students are closely monitored throughout their courses, using the school's information and communication technology systems. Subsequent counselling and intervention, sometimes using additional lessons, contribute to raising levels of attainment both at AS and A-levels.
73. In mathematics, the students attain well and make good progress. The teaching is good, based upon high expectations, very good curricular organisation and monitoring and support of students. The department is well resourced and uses information and communication technology imaginatively and effectively to support learning.

Chemistry

Overall, the quality of provision in chemistry is **good**.

Strengths

- Results showed a marked improvement on those of 1999.
- Good progress was made between GCSE and AS-level in 2001.
- Good teaching, particularly in the knowledge and understanding displayed, the setting of clear objectives, pressing students to think for themselves and the use of problem-solving to enhance their understanding of concepts.
- The motivation and commitment of the students.
- The monitoring of students' welfare and academic performance.
- The leadership of the subject.

Areas for improvement

- Experimental and investigatory work.
- The contributions made by some students in lessons: they need to be encouraged to pose more questions in seeking clarification, explanation and consolidation of work covered.
- Lesson planning, especially the timing and pace of lessons and linking learning objectives to assessment.
- Scheme of work - to be more specifically designed for the school's or students' use rather than, effectively, a copy of the content laid down by the examination board.

74. The GCE A-level results in 2000 showed a significant improvement over those of 1999, with attainment just below the national average. In relation to their GCSE results, the cohort did better than expected. In 2001, but with only 3 entrants, results fell below the national average. Below average attainment in practical coursework contributed to this. In relation to GCSE results, this was below expectations. Male and female students do equally well.
75. The standards of work of the current students are in line with national expectations for their ages. In Year 13, students are achieving well in relation to predictions based on their GCSE results. In the lessons seen, they were advancing their knowledge and understanding as a result of effective teaching. The teachers were clearly in command of the material being taught and confidently took the class through a sequence of instructions, questioning and application to improve their learning. In one of the lessons, students were led to draw on their knowledge of the structure of amino-acids to explain how a buffer solution works. There is a relative weakness in practical investigations, especially in planning and deduction. In a lesson designed to address this, students were being taught to observe experimental outcomes more accurately and so improve the quality of their deductions. However, past coursework does show some examples of above average attainment, through the use of chemical knowledge and understanding, in the planning and carrying out of calculations from formulae, for example, in proving Hess' law and in the determining of activation energy.
76. Most students in Year 12 are at the very beginning of the sixth form GCE course, although three are repeating the year. All are achieving in line with expectations at this stage. The recall of background knowledge and understanding of GCSE work is providing a sound basis for moving onto more complex concepts but their approach is very tentative as yet. In one lesson seen the class moved from the simple representation of electron configuration in atoms, appropriate to GCSE, to the difficult concept of atomic sub-shells.
77. The teaching is good and the students learn well as a result. Of the four lessons seen, all were judged to be good. The positive features noted were the good subject knowledge, the setting of clear learning objectives, the use of questions to challenge students to think for themselves and the employment of the application of first principles, through problem-solving, to consolidate learning. Areas for improvement, to enhance learning further, include planning the timing of phases in each lesson, so that a realistic number of objectives is covered and to ensure there is time for a summary and recap of the key points at the end. In addition, there is a need for clearer links between learning objectives and the means of assessment through classwork and homework.
78. Most students learn well over time. In lessons, they do not show the same confidence as they do in their later written work, when they generally recall and apply knowledge successfully.

Oral skills in questioning and explaining ideas are generally weak. They are well motivated and eager to learn, but too often they are content to be passive receptors of the teaching. They are co-operative with the teacher and support each other. There are good examples of research skills being used in independent learning, including good use of information and communication technology.

79. The good teaching and learning result from the subject being well led and managed. There is a commitment to improving standards. That the subject's status has risen recently is evident in the doubling of entrants in both Years 12 and 13. Target-setting, based on careful analysis of examination and test results, is well established, but the setting of short-term learning targets needs more development and use. A new syllabus was adopted in 2000, but the scheme of work drawn from it needs to be better adapted to the specific needs of the department and students. It should include short-term assessment procedures.

BUSINESS

The focus was on business studies, but the advanced vocational certificate of education (AVCE) course in information and communication technology was also sampled. There is a particularly wide range of information and communication studies courses offered in the sixth form at this school and students achieved well in the external examinations in 2001. Two lessons were observed on the AVCE course. In the very good lesson, the teacher's strong subject knowledge allied to the variety of challenging tasks set enabled the students to make very good progress in their learning. In the other lesson, learning was satisfactory. The students' progress during this lesson was slower because opportunities for research were not fully developed.

Business

Overall, the quality of provision in business is **satisfactory**.

Strengths

- There is good planning to ensure that by the end of the course all students have a good set of notes from which to revise.
- A-level results have consistently shown that business studies students gain final grades above those predicted based on GCSE performance.

Areas for improvement

- More use should be made of information and communication technology as a teaching aid, especially to foster students' research skills.
- Marking should be more detailed and thorough, with staff ensuring that all marked work includes comments indicating how the work might be further improved.
- Teachers need to ensure greater accuracy in their explanations of basic theoretical terminology.
- Teaching strategies should be reviewed to ensure that students are sufficiently challenged both in lessons and in the quality of written tasks set.

80. Recent examination results present a mixed picture and accurate analysis is made more difficult because the number of students sitting the A-level examination has fallen. Only two candidates sat A-level business studies in 2000, with the number rising to five in 2001. Such small entries make comparisons with national figures invalid, though three candidates in 2001 gained either A or B grades. Such outcomes are clearly pleasing. A value-added analysis of results over the period 1998 to 2001 indicates that business studies students add satisfactory value between GCSE and A-level. AS-level results recorded by Year 12 students in 2001 were modest. No A grades were recorded and there was only one B grade. All female students gained at least an E grade, whereas only 67 per cent of male students achieved this standard. The school's own analysis indicates that this group of students, on average, gained better grades in their other subjects.

81. Owing to the early date of the inspection, it was not possible to comment on the standards being achieved by current Year 12 students. There are ongoing changes in the composition of teaching groups as some students are still deciding about which combinations of subjects to study. The standards of work seen from current Year 13 students are below average. Though

they are developing their factual knowledge, their analytical skills are less impressive. They are not confident in applying their knowledge to specific business situations and their mastery of previously covered theory is not convincing. In lessons seen, all students experienced difficulty in recalling and applying previously covered theory to particular business situations.

82. The teaching of business studies is satisfactory. Certain strengths can be identified. Teachers plan well to ensure that by the end of the course all students have a good basic set of notes from which to revise. Good use is also made of carefully selected magazine and newspaper articles to develop the students' understanding of key topics. This strategy aids the students' literacy development and also encourages them to think about the moral, social and cultural implications of business decisions. Students' files contained some good work, on business ethics, for example. Such well-planned teaching clearly boosts learning. Certain inconsistencies in the quality of teaching, however, can be identified and these serve to constrain both the pace and quality of learning.
83. Where teaching is less effective, the pace of lessons is slower and lessons are too teacher-centred. Learning is reduced as the students become passive and they are not actively involved in the lesson. This lack of challenge fails to stimulate interest and enthusiasm. The use of dictated notes in some lessons slows the pace of learning. The accuracy of the students' learning is further inhibited by the lack of precision in some aspects of teaching. In a lesson on marketing, students were told that an increased market share arising from increased sales would lead to greater profits. This inaccurate assertion leads to students confusing the terms 'revenue' and 'profit'. A lack of technical accuracy was also evident in work samples seen. In their study of price theory, students were not able to distinguish with accuracy between a movement of the demand curve and a movement along the demand curve. The phrase 'an increase (or decrease) in demand' was used to describe both situations. This confusion was also evident in a worksheet and incorrect statements had been marked as correct. Learning would also be improved if students were required to attempt more tasks involving extended writing and if work were marked in more detail. An analysis of students' files suggested that few extended written tasks are set. This analysis also highlighted that work was regularly marked, but that few diagnostic comments were made. Learning will further improve if students are given clear advice on how their work might be improved. Students are also offered few opportunities to research topics for themselves and information and communication technology is underused as a teaching resource. These restricted opportunities inhibit the level of challenges presented and constrain learning.
84. The business studies department is satisfactorily managed. The post-16 curriculum has recently been enhanced through the introduction of AS-level law and, if there is sufficient demand, the department is keen to offer GNVQ business at intermediate level. Members of staff are fully aware of recent changes in syllabus content and regulations and a close working relationship has been established with the examination board. More use should be made of assessment and value-added analysis to refine teaching strategies to ensure that a greater proportion of lessons sufficiently challenge the students. The use of information and communication technology as a teaching strategy should also be reviewed. At present, students do not have enough opportunities to develop their research skills, by using the Internet and e-mail, for example.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

The focus was on leisure and tourism and on travel and tourism, but physical education was also sampled. In physical education, two lessons were observed. In one, teaching was good. In the other, teaching was very good. It was aimed at developing students understanding of the relationship between sport, play and physical education and the teacher communicated a sense of energy and commitment, building a confident and positive atmosphere. Because of this, students showed very good levels of interest, and very good learning was the result.

Leisure and Tourism/Travel and Tourism

Overall, the quality of provision in leisure and tourism and in travel and tourism is **good**.

Strengths

- GNVQ results were above the national average in 2000.
- Students have good understanding of the course intentions and integrate real-life experience into their studies well.
- The quality of marking and assessment is very good and informs students fully on the quality of their work.
- The links with business and commerce are good and contribute well to support learning

Areas for improvement

- There are not enough opportunities for students to research and work together.
- The procedures for communicating and recording achievement in communication skills in the vocational areas are not secure.
- There is a need to continue to develop strategies to inform students in the main school about the opportunities and success that post-16 students make on the various courses.

85. The 2000 results in the General and National Vocational Qualifications at intermediate level were above the national average, with half of the candidates entered gaining merit level certification. The most recent result shows that most students achieved the intermediate level of the award at pass grade, though the course was to a different specification to 2000 and not directly comparable. The four candidates entered for the new advanced certificate of vocational education (AVCE) achieved the requirements for success on the courses with one student gaining the higher A or B grade. As yet there are no national comparisons available, but all achieved well in relation to their GCSE results.
86. The standards of work of current students are average. In Year 13, the majority are achieving in line with expectations based on their GCSE scores. Achievement in lessons is satisfactory and this is due to the support and encouragement of their teachers and resources that give a good focus for study. Many students achieve good standards in written assignments through well-organised and structured assignments. In the advanced travel and tourism course, for example, average and higher attaining students planned a job specification for a post with British Airways and conducted interviews with applicants, gaining confidence in speaking and improving their skills in assessing personal qualities. In the GNVQ intermediate course, students were set a project to investigate diet and forms of exercise in order to promote health and fitness and this led to designing well thought-out fitness schedules for individuals. They made good progress in gains in knowledge and in understanding the real-life applications of the study. In many instances however, standards are not high enough, because of weakness in their evaluation and analysis of the results of their study. In Year 13, students' studies about countryside recreation showed weakness in knowledge about the position and purpose of National Parks in Britain.
87. Teaching is satisfactory overall, and was good in two out of the five lessons seen and, as a result, most students are making sound progress. Teachers are well qualified for the vocational courses they teach and undertake regular training courses to develop their knowledge of the new vocational course requirements. This leads to students receiving good quality guidance. In work seen, for instance, detailed and informed comments about the quality of written assignments clearly inform students of strengths and weaknesses in their work and set targets for improvement. Later work shows that many students have improved their standards as a result. Teachers expect high standards from students in the effort and care the students put into their work. They set targets and give good support through a range of resources to help them to complete tasks successfully. Links with the business community are well established and they bring real-world experience to study. Students respond to this well and make good use of the information to help them to progress with their assignments. Occasionally, teaching is weak, resulting in unsatisfactory progress being made.
88. Students have good attitudes to their studies and enjoy the course emphasis of relating theoretical study to the wider world. They understand the relevance of the study and that it gives opportunities to consider a career the tourism industry.
89. The leadership and management of the GNVQ leisure and tourism and AVCE travel and tourism courses are good. The schemes of work have been adapted to the school's interest and circumstances and provide clear guidance to teachers. Regular meetings are held to inform and co-ordinate the work of the department. The monitoring of the success of the courses and of student progress is good and this is responsible for the rising standards seen in

exam results and to the increasing number of students who are entering one or other of the courses. These vocational courses were not taught at the time of the last inspection.

VISUAL AND PERFORMING ARTS AND MEDIA

The focus was on art and design at GCE A-level, and on A-level music. Lessons were also observed in drama and media studies. Very good, sometimes excellent, teaching was observed in these subjects, which are strong in the school. All the students entered for A-level drama in 2001 obtained a pass grade and most attained higher grades in drama than in their other A-level subjects. There was also a 100 per cent pass rate in media studies. There were no grades below D. Again, the candidates overall attained significantly better grades in media studies than in the other A-level subjects for which they were entered

Art

Overall, the quality of provision in art is **satisfactory**.

Strengths

- Results showed a marked improvement in 2001.
- Students have good research skills.
- Students draw well, especially in pencil.
- Teachers have good subject knowledge.

Areas for improvement

- There is not enough experimentation with materials.
- Some of the teaching and learning lacks pace and urgency.

90. The GCE A-level results in 2001 showed a significant improvement after some weaker years, and were above nationally expected standards. All students who took the examination gained a pass and almost half gained the highest grades, A and B. In relation to their GCSE results, they did better than expected. Numbers taking the examination were too small for a comparison between the results of male and female students to be valid.
91. In the work seen in the school, standards are above average in Year 13. Students show a good grasp of three-dimensional work, and can produce large and exciting pieces based on the study of other artists and art movements. For example, a large construction in card, based on the work of Van Gogh, was well-made and brightly coloured. In addition, there was very accurate representation of the artist's brushstrokes, which showed thorough research and attention to detail. Students also paint and draw well, and some good painting was seen which represented the human figure accurately from observation.
92. In Year 12 standards are average. Students can research the work of other artists well, and some strong sketchbooks were seen. They can also make connections between very different artists and use these influences to develop their own ideas. They draw well from life, and show a good understanding of pencil work, and use line and tone with confidence. This can be seen in their drawing from the human figure, which is vigorous and exciting and also in sketches made from fruit and vegetables. Their composition skills, however, are weak, and their experimentation with materials is hesitant and limited in scale.
93. Teaching and learning are satisfactory overall, and achievement is satisfactory as a result. A strength of the teaching is the good subject knowledge of the teachers, which enables them to make a good match of materials and methods to the attainments of the students. This was seen in a lesson on composition, where large paper shapes were used to encourage students to make group collages. This meant that students had to discuss and modify their work as it progressed and good learning was the result. Lessons are also well-prepared. For example, in a lesson investigating the effects of lighting in paintings, the teacher gave out clear and attractive illustrated notes, which gained high levels of student interest. This promoted good learning as students were guided in their practical work. Weaker aspects of the teaching are seen where there is a lack of a sense of urgency and the atmosphere is comfortable, rather

than demanding. This means that learning is not as good as it could be and is a major reason why achievement in Year 12 is limited to a satisfactory level.

94. Students show good levels of personal involvement in their projects and undertake independent work with a high level of interest. This is because teachers give them good individual coaching, and guide their research, encouraging them to develop their work individually. They use research well to support and extend their work and their sketchbooks show that they can effectively explore ideas and develop themes.
95. Leadership and management are satisfactory. There has been a period of instability in staffing in the department, and because of this results have been weak. However, two new teachers have recently been appointed, there is now a shared commitment to improve, and standards are rising.

Music

Overall, the quality of provision in music is **good**.

Strengths

- Teaching is good; lessons are well planned to match the needs of the students.
- Learning is secure and students achieve well in relation to their prior attainment.
- Students show positive attitudes and enjoy their lessons; relationships are good.
- Assessment is effective in helping students improve their work.
- The number of students opting for music is increasing.
- The accommodation and resources for music are very good.
- Music is well managed by the new head of department.

Areas for improvement

- Documentation needs bringing up-to-date and the planning of spiritual, moral, social and cultural education needs strengthening.
- The earlier development of students' performing and music reading skills needs consideration.
- Some computers are becoming out-dated and need replacing.

96. The numbers taking A-level music have been small since it was introduced in 1996. Examination results in 1998 and 1999 were below average when compared with all schools, but were above average when compared with similar schools. There were no entries in 2000. In summer 2001, seven students took music technology AS-level in Year 12 and three took music technology A-level in Year 13. Results were broadly average. Students achieved well in relation to their prior attainment.
97. The standard of work in the current Year 13 is broadly average and the six students are achieving well because of the good teaching and their positive attitudes. Students are able to sequence pieces using computers and show an appropriate range of music technology skills - for example, in using multi-track recorders or acoustic recording.
98. The seven students in Year 12 have made a good start on their course and are achieving well. They show satisfactory standards and appropriate technical skills. Good examples of this were seen when students were using computers to sequence *Eine Kleine Nacht Musik*. Students who have been taught to play instruments and have fluency in reading music are making the best progress. At all levels, work is supported by the positive attitudes and good relationships shown by students, who are keen to learn and spend much of their time being involved with music, including giving classroom support to younger pupils.
99. The teaching was good in all lessons observed and students appreciate the high quality of teaching. It is characterised by lessons in which the planning is well matched to the needs of the students; objectives and explanations are clear because subject knowledge is secure and communication skills are strong. Sessions are prepared well, have a brisk pace and use a good range of resources, so that students know what they have to do and how to do it; they are motivated and learn well. Relationships are good; students enjoy their lessons and have much

confidence in their teacher. Assessment is very supportive in identifying students' individual needs and in setting clear targets for them.

100. Students learn well and enjoy the opportunity to work as a class, in groups and at their own pace supported by the expertise of the teacher. They appreciate and make full use of the very good facilities for music technology available in the school. Most students are attentive and work productively; they are very supportive of each other, keen to answer questions and the most enthusiastic involve themselves in a range of activities which support school music and in musical activities beyond the school ranging from orchestras to rock bands. Many are considering careers in music, especially in studio work.
101. Music is led and managed well, which supports teaching and learning. The head of department is new, but has clear ideas about building on what has already been achieved. These include a commitment to raise standards further; to enhance the role of spiritual, moral, social and cultural education through music; to bring documentation up-to-date and to develop new schemes to improve pupils' basic skills, especially practical skills, in music lower down the school. The new music accommodation and resources are very good and support students' learning well but some of the computers cannot cope with the music programmes being used and need replacing; a number of acoustic instruments need replacing or repairing. Because of the timing of the inspection, it was not possible to see any instrumental tuition or activities, but good numbers of students are involved in tuition and in activities which support their learning at all levels.

HUMANITIES

The focus was on geography, but lessons were also observed in psychology and philosophy. Very good, sometimes excellent, teaching was observed in psychology. This subject is strong in the school. In 2001, 40 per cent of the 15 candidates attained A or B grades at A-level and all students passed the examination. Students performed well in this subject compared with their results in other subjects in the school, because of very good, focused teaching and the very good opportunities for them to explore their own ideas and research independently. Good teaching was observed in philosophy. There were no entries for this subject in 2001.

Geography

Overall, the quality of provision in geography is **good**.

Strengths

- The most recent GCE A-level results show a marked improvement and are now average.
- Students achieve well and have a sound grasp of concepts, terms and places.
- Fieldwork is of a high standard.
- Teaching is good. Lessons are well planned and teachers have high expectation of effort and achievement.
- The assessment and marking practices are very good and inform students well about how they can improve.
- There is good leadership of the subject and morale of teachers is high.

Areas for improvement

- Students are insufficiently actively engaged in lessons and are too reliant on the teacher to progress their learning.
- The schemes of work are not customised to meet the school's needs and teaching strengths.
- The subject's intentions to support students' spiritual, moral, social, cultural development and aspects of citizenship need to be planned and implemented.

102. The 2001 GCE A-level examination results showed a significant improvement on those of recent years and were above the school average for all subjects. They were broadly in line with the national average of recent years. Female students achieved higher than males, particularly at the higher A and B grades. The students achieved the expected results, given their attainment in their GCSE results at the age of 16.

103. The standards of work of current students are average, with a significant minority achieving good standards on the A-level course. In Year 13, for example, many students have produced high quality fieldwork, showing competence in writing and in the use of number in research activities. Research skills are good. They are achieving well in relation to their GCSE results. In the lessons observed, the good progress that students made was due to the teachers' subject expertise and the high demands they made on them. In a lesson on industrial location in Britain, for example, students were set challenges that led to good team-work and informed discussion resulting in very good progress. In another lesson, students showed knowledge of a wide range of technical terms, but many were weak in recalling knowledge about the location and climatic features of equatorial regions which is normally associated with GCSE level.
104. Students in Year 12 have recently begun the AS-level course. In lessons seen they are achieving expected levels. They are making good progress in moving to more advanced work from GCSE studies and adapting well to changes in learning styles. In a lesson about population movements, students read and selected information from newspaper articles, about population issues for homework, and shared their ideas with others in class. Gifted and talented students achieved well, through informed discussion. For many students, however, there is weakness in the knowledge of places in Britain, with oral answers lacking clarity and accuracy. Atlases are not used well.
105. The quality of teaching is good overall and some teaching is very good. This encourages good attitudes to learning and students listen carefully to explanations. As a result, students learn well. The main strengths of teaching are clear aims, good planning providing continuity and learning progression and high quality support and guidance by teachers for students. All teachers are subject specialists and show good knowledge of topics. Their clear explanations and challenging questioning develop students' thinking skills. In a Year 12 lesson on population density in the United Kingdom, for example, questioning led students to consider how factors such as technology and economic change affect population movement and density in regions like north-east England. They worked well, using maps and data to explain patterns, and engaged in discussion with the teacher to summarise their conclusions. On some occasions, however, teachers talk for lengthy periods of time, students are too passively involved in their learning and progress is slower than expected.
106. The subject has a clear marking and assessment policy that is understood by students. They regularly discuss with teachers the quality of written assignments, with targets being set to improve standards. The students value this practice highly; it raises their self-confidence and encourages them to make further progress.
107. The leadership and management of the subject are good. The quality of teaching is regularly monitored and there is shared commitment to improve and extend classroom skills. Teachers are familiar with current curriculum developments and these are being brought into lesson planning. The schemes of work are those produced nationally, but are not further developed to incorporate the department's specific strengths and interest. The head of department gives good support and guidance to colleagues and meetings are regularly held to co-ordinate the department's work. The development plan is linked well to the school's forward-planning. Morale among students and staff is high. Resources for learning are good and the accommodation has been much improved and is now good.
108. Since the last inspection the average performance at A-level has improved, assessment is now a particular strength and the accommodation changes have led to further improvement in provision.

ENGLISH, LANGUAGES AND COMMUNICATION

The focus was on English, but media studies, drama and GCSE English for mature students were also sampled. In both media studies and drama, examination results were above average in 2000 and students did as expected, considering their GCSE results. One lesson of each was observed. All were at least good. In the drama lesson, very good teaching enabled students to explore the challenging play *The Love of a Nightingale*. This led to students gaining a very secure understanding of the dramatic impact of language. In the media lesson, excellent organisation enabled students to explore a variety of strategies used to disseminate information. Students gained understanding of bias and technological influences in this practical session. In the Year 12 GCSE course for mature

students inspirational teaching, combined with thorough preparation, led to very good gains in the understanding of Alice Walker's novel, '1955'.

English

Overall, the quality of provision in English is **very good**.

Strengths

- Results showed a marked improvement this summer.
- Students have a sound grasp of the principles of literacy criticism. They are aware of the conventions of writing and are achieving well.
- Teaching is good. Lessons are well structured with a range of activities which effectively help students to build up their knowledge and understanding.
- Assessment is thorough and is shared with students which enables them to have a firm understanding of areas of their work which need development.
- Relationships are very good, students share ideas freely and work in a mature and business-like manner.
- The subject has excellent leadership and a very good range of learning resources, which are being effectively used.

Areas for improvement

- Planning needs to be further refined as the new courses develop, building on existing good practice. Clearly defined learning objectives will ensure a well-structured experience for all students.
- Some very good practice and innovative teaching and learning styles need sharing across the department to ensure a uniformly high standard of teaching.

109. The 2000, GCE A-level examination results were below average, with fewer students achieving high grade (A, B) passes than nationally (24 per cent, compared with 31 per cent nationally). Results were slightly lower than nationally across the full range of grades. However the 2001 GCSE, AS and A-level examination results showed a significant improvement and were closer to the likely national average. Male students performed particularly well. Very few students did not complete the course. In relation to their GCSE results, they did much better than predicted. Students made considerable gains in 'value-added' from GCSE to A-level.
110. The standard of work seen was above average. In Year 13, students were achieving well in relation to predictions based on their GCSE results. In the lessons seen, they were doing well as a result of effective teaching, which provided challenging and inspiring materials. The carefully structured lessons and well-chosen activities clearly focused on learning. In one Year 13 lesson, on 'Texts in Time', students sensitively explored the layers of meaning in a text by analysing and evaluating linguistic devices. In another lesson, students confidently delivered seminars on topics such as patriotism, religion and conscientious objectors. This led to a greater understanding of the influences on World War 1 literature.
111. Students in Year 12 had just started their A-level courses, but have worked on preparatory reading during the summer and were achieving well. In a lesson on *Utopia*, students contributed freely to a group discussion on a 'perfect world' and demonstrated very good knowledge of authors Orwell and Huxley. Students were successfully developing more independent learning skills, which indicated the successful transition from GCSE to A-level. In one Year 12 lesson observed, students were able to identify the conflict of human emotions and desires in the context of the novel 'Brave New World'.
112. Teaching was good overall, in the six English lessons sampled. In two, teaching was very good, in three it was good and in one satisfactory. Students learn well as a result. The principal features include a range of methods and approaches that are lively and interactive and demand a high level of student commitment. Teachers show good subject knowledge in their questioning and exploration and the tasks they set. The lesson on Alice Walker's novel 'The Handmaid's Tale' demonstrated that high levels of expectation, together with excellent classroom management, led to challenging tasks being successfully completed. In just one lesson, where teaching was less secure, planning was weaker and the learning objectives vague and not shared with students.

113. Day-to-day marking is very good and is a strength of the department. It forms the basis of an ongoing dialogue with students. Assessment criteria are shared with students, who are able to talk confidently about their own progress and development in English. The regular monitoring informs excellent student profiles. These are shared with students and as a result they value their partnership with teachers which increases their motivation to perform well. Students learn well.
114. Relationships are good and the whole ethos is one of a shared learning experience. Students concentrate well and, as a result, are able to identify the key features of autobiography, as in a Year 13 lesson that explored the portrayal of men and women in 'Texts in Time'. Students supported each other effectively and, in groups, talk and listen to each other maturely as part of their learning.
115. The independent work students undertake is well prepared and complements the content of the lessons well. Students are confident in the use of a range of resources, including information technology, to enhance their reading. They confidently extract information from reference texts and produce knowledgeable seminar papers.
116. The department's management is excellent. An energetic and enthusiastic team demonstrates a commitment to continual improvement and raising of standards. The new syllabuses are being translated into schemes of work that effectively reflect the subject's requirements and set a firm foundation for good teaching. Further development needs to focus on lesson planning, with clearly defined learning objectives, encompassing assessment criteria. This will provide a secure guide for less experienced A-level teachers. Resources are very good and are used effectively to extend learning.

French

The focus was on French, but Spanish was also sampled. In French, there were no candidates in 2000 for A-level or AS-level. In 2001, the A-level results for the small number taking the examination were above the 2000 average for comprehensive schools, and an improvement on results in earlier years. The AS-level results were slightly below the 2000 averages. Students performed as expected considering their GCSE results. Four lessons were observed. All were at least satisfactory and two were at least good. In one lesson, very good teaching of a high attaining student, including rapid delivery of the language and good extension of vocabulary and ideas, meant that the student made very good progress in oral work.

Overall, the quality of provision in French is **good**.

Strengths

- A-level results in 2001 showed an improvement over previous years.
- Teaching is good overall; lessons are well structured with a range of activities, which help most students build up their knowledge and understanding effectively.
- The subject is well led and a good range of new learning resources is being built up.
- Good opportunities have recently been provided for students to do summer study courses abroad.

Areas for improvement

- The less capable students tend to be passive in oral work; there is not enough pair and group work for these students to gain confidence and make progress at their own level,
- In two lessons seen, the teaching of vocabulary lacked rigour because the teachers had to work in non-specialist rooms without appropriate resources.
- Students do not always follow-up corrections after their work is marked.

117. The GCE A-level results for 2001 showed a significant improvement on previous years. There were, however, too few candidates for reliable comparisons with national statistics. The three students performed well to gain two B grades and one C grade. All students completed the course. In relation to their GCSE results, students did a little better than expected. In 2000, there were no candidates for the French AS-level course, but in 2001 the average AS-level performance was slightly below the 2000 national average.
118. The standards of work of current students are satisfactory overall. In Year 13, there are three students, two of whom are above-average attainers and one who is gifted in languages. In one lesson seen, when all three students were present, all were achieving satisfactorily, but the two less talented students were not confident enough in their speaking skills to make real progress. In a lesson when a gifted student was taught on her own, she made much greater progress and her achievement was very good. The written work seen showed that students have a thorough grounding in grammar and have made good progress towards fluency in expressing their ideas and opinions on more complex themes.
119. The students in Year 12 were still completing their first week of the course. However, because of the school's very good June induction procedures, the students already had a very clear idea of what was expected of them and had done some initial preparation work. There is a relatively wide spread of attainment among students; the majority being average attainers, with a few higher attainers. Most students have satisfactory listening skills and several are quick to absorb new vocabulary and use it in their answers to questions. A few students are confused by one teacher's rapid delivery of French. Reading skills in class are not supported by the use of dictionaries – this should be essential practice, since the textbook has no word list. Writing skills already show progression towards more complex structures and expressions.
120. Teaching is good overall and most students learn well as a result. The principal features of the good teaching seen were clear planning, brisk pace and a range of methods and approaches to bring about learning. Overall, teachers use the foreign language well and most keep up a brisk pace. They show good subject knowledge in their questioning and in the tasks they set. For example, the lesson with the gifted Year 13 student included a very good discussion of chemical pollutants. Here the teacher moved the student on successfully to consider wider and more complex aspects of the problem, at the same time supplying the appropriate vocabulary so that the student could present her side of the debate effectively.
121. Nevertheless, there are areas for improvement in teaching. For example, teachers of French do not follow the good practice seen in a Spanish lesson, whereby the objectives are stated clearly at the beginning of the lesson and subsequently reviewed. In two French lessons seen there were missed opportunities to provide all students with work entirely suited to their individual needs – work that would have secured all students' active participation and guided them to effective learning of new vocabulary.
122. The great majority of students learn well in most contexts. Relationships between teachers and students are very good and students are mostly keen to do well. They are attentive and respond well to the supportive teaching they experience. Only when students cannot follow the

French, do they lose confidence and cease to participate as actively as they should. This particularly affects less capable students. In a Year 12 lesson on current affairs, several students could not take part in question-and-answer sessions properly, because they were unfamiliar with the range of vocabulary used. The lesson was in a non-specialist room without an overhead projector, which is the preferred means for presenting new vocabulary. Marking is conscientious, but students do not always follow-up the marking thoroughly in their own work.

123. Teachers are familiar with web-sites on the Internet and regularly set homework for independent study, so that students can extend their knowledge and understanding of topics presented during the lesson. For example, Year 13 students were directed to independent study of a French web-site dealing with occupied France and the Vichy government. Students have further opportunities for the independent study of journals, newspapers and videos, and keep a log of their work in this context. This work is, however, monitored only twice a term. Students have valuable individual support from a French language assistant.
124. The most effective teaching and learning result from good leadership and management of the subject. Teachers work well as a team and respond very well to national initiatives. There is a strong commitment to share good practice and improve standards. A new scheme of work reflects subject requirements well and teachers have recently arranged successful study-visits to France. New equipment has been bought to extend the range of teaching and learning activities to respond to a new examination syllabus. However, the quality of work – for example in learning vocabulary – is adversely affected when teachers have to work in non-specialist rooms. The department partakes fully in the very good school sixth form assessment and monitoring procedures. There has been good improvement since the last inspection.