

INSPECTION REPORT

DEPTFORD GREEN SCHOOL

London

LEA area: Lewisham

Unique reference number: 100740

Headteacher: Keith Ajegbo OBE

Reporting inspector: Clare Gillies
20597

Dates of inspection: 14 - 18 January 2002

Inspection number: 191486

Full 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:	Amersham Vale London
Postcode:	SE14 6LQ
Telephone number:	020 8691 3236
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Brewer
Date of previous inspection:	18 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities**	Aspect responsibilities
20597	Clare Gillies	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? What should the school do to improve further?
11041	Marvyn Moore	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
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30553	Richard Fuller	Team inspector	Mathematics	
12356	Richard Dickason	Team inspector	Science	
8520	John Brigden	Team inspector	Art Textiles	
31769	Stephanie Penny	Team inspector	Design and technology Graphics	
4677	Valerie Banks	Team inspector	Geography	
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10060	David Gutmann	Team inspector	Information and communication technology GNVQ health and social care	
12110	Roger Bailless	Team inspector	Modern foreign languages	

23308	John Morrell	Team inspector	Music Performing arts	
22590	Robert Castle	Team inspector	Physical education	
4372	Ralph Fordham	Team inspector	Religious education PSHE	
4486	Michael Weller	Team inspector	English as an additional language Special educational needs Media Studies	How good are the curricular and other opportunities offered to pupils?
23413	Robert Allen	Team inspector	Drama	

** Only main school and in depth sixth form subjects are listed.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deptford Green is a larger than average mixed comprehensive school with over 1200 pupils, 153 of whom are in the sixth form. The sixth form is part of the Crossways Consortium with two other schools. Some students follow courses at Lewisham College. The school has grown in size since the last inspection as it is increasingly popular and the admissions number went up in 1996. Fifty six per cent of pupils are boys, who also outnumber girls in the sixth form. Over half the pupils are eligible for free school meals - well above average. About one-third, a very high percentage, speak English as an additional language but very few of them are at an early stage of learning English. Well over half the pupils are from minority ethnic backgrounds that include Black African, Black Caribbean and Chinese. It is a truly mixed cultural school. Just under one-third is on the register of special educational needs, 60 of whom have statements – both above average percentages. The majority of pupils comes from the local area which is a deprived area of Lewisham. Standards on entry are below average but they have been lower in previous years. Pupil turnover is higher than in many schools. The school is involved in many initiatives which include a mini Education Action Zone, Excellence in Cities, a high focus on citizenship and several others related to mentoring and supporting young people to prepare for adult life. In a few subjects the school has had great difficulty appointing specialist teachers.

HOW GOOD THE SCHOOL IS

This is a good school that has several impressive features, particularly the successful cultural and racial mix of the school community and its citizenship initiative. Since the last inspection teaching has improved. The percentages of pupils attaining average standards at the end of Year 9 and in GCSEs, and standards in the sixth form have gone up. The sixth form has grown. Leadership and management are very good. The school receives an above average income per pupil that is spent wisely to provide good value for money.

What the school does well

- Excellent provision for pupils' cultural development which underpins the very good relationships, racial harmony and equal opportunities which permeate school life.
- An exciting, developing programme to promote citizenship. This, and the very good course for personal, social and health education, support the very good provision for pupils' moral and social development.
- During the inspection teaching was very good in almost one in three lessons in Years 7 to 11. It was excellent in thirteen lessons. It is very good overall in the sixth form.
- Above average GCSE results in art, food, textiles, drama, English literature, geography, history, ICT statistics and music. High standards in textiles, art graphics, mathematics and performing arts in the sixth form.
- Very good leadership and management. The headteacher, senior and middle managers work effectively and successfully to move the school forward.
- Very good links and work within the community. These, combined with the school's strong pastoral support systems, mean that pupils are very well cared for.

What could be improved

- Standards, particularly in science, resistant materials and graphics in Years 7 to 11 and GCSE English language and physical education.
- The small percentage of lessons where teaching, or elements of teaching, are unsatisfactory.
- Punctuality and attendance, particularly in Years 9 to 11.
- Information and communication technology (ICT) is not used enough in several subjects, especially science, design and technology and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION (November 1996)

The governing body, headteacher and senior management team worked hard to address the eight issues in the last report. Improvement has been good. Standards have gone up, more in mathematics than in English. The senior management team is effective and well structured. Target setting, the production and analysis of data, monitoring of teaching and pupils' progress, have all been organised better. They have contributed to the significant rise in the percentage of pupils attaining five GCSE grades A*-C. Although the number of computers has increased there are still several subjects that do not use them enough. The curriculum is examined carefully each year and vocational qualifications have been introduced successfully. The provision for pupils' spiritual development is more coherent and statutory requirements for religious education are met in the main school, but not the sixth form; neither is there a daily act of collective worship.

STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A level/AS level examinations.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2000
GCSE examinations	D	D	D	A
A-levels/AS-levels	n/a	n/a	n/a	

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

n/a - Deptford Green student's results, separate from those for the consortium, were not available.

Year 9 2001: English, mathematics and science results were well below average; they were all better than the year before. The upward trend is above that seen nationally. Results are well above those attained in similar schools (those with a similar percentage taking free school meals). Girls did slightly better than boys, reflecting the national picture. Over 20 Year 9 pupils passed GCSE mathematics. Ambitious targets have been set for the next two years. Differences between ethnic groups were very small. Present standards are above average in art and design, textiles and drama but below average in mathematics, science, design and technology, ICT, religious education and French.

GCSEs 2001: In the last five years there has been a steady rise in the percentage of pupils attaining five grades A*-C, from 23 per cent to 41 per cent. Pupils made very good progress from Year 9. Results were above average in art, textiles, drama, English literature, geography, history, ICT, statistics and music. They were relatively low in English, science, Spanish and physical education. The gap between girls' and boys' performance decreased in 2001. Over 30 pupils attained eight grades A*-C and there were more A* grades. The GNVQ pass rate was over 80 per cent. White European, Pakistani and Bangladeshi pupils attained the highest points scores, mixed race and UK white pupils the lowest. Present standards are well above average in art and design and textiles and above average in history, music, drama and GNVQ leisure and tourism. They are below average in science, resistant materials and graphics.

Sixth form 2001: A level and AS results were below average overall but students made satisfactory progress in the sixth form. AS results were strong in art graphics, business studies, sports studies and textiles. Present standards are well above average in graphics, performing arts and textiles, above average in mathematics, average in English, GNVQ health and social care, media studies and sociology and below average in GNVQ science.

Achievement in Years 7 to 9 is very good in drama, good in art and design, textiles, history, French and physical education and unsatisfactory in design and technology and science. In Years 10 and 11 it is very good in mathematics, art and design and textiles and unsatisfactory in resistant materials, graphics and science. It is good in all other subjects. In the sixth form achievement is at least satisfactory in all

subjects. It is particularly good in art graphics and performing arts. Pupils with special educational needs and English as an additional progress make good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are happy at the school and appreciate the secure and friendly atmosphere. Participation in after-school activities is not that high although many Year 11 pupils do attend revision clubs. Sixth formers speak very positively about the courses they follow but not many of them are fully involved in the life of the school. They have little free time and have to travel to lessons in different sites.
Behaviour, in and out of classrooms	Good. During the inspection pupils behaved well in over 90 per cent of inspection lessons although a few of them find it difficult to concentrate during the hour-long lessons. Strict codes of conduct are well established and pupils accept them. They move sensibly round the corridors and the dining room is peaceful at lunchtime.
Personal development and relationships	Good. Pupils certainly respect each other's feelings and values and most have good relationships with each other and the teachers. The school council and the citizenship initiative help them to take responsibility. In all years, many need help to plan and organise their work.
Attendance	Just average overall but unsatisfactory because it falls below 90 per cent in Years 9 to 11 and pupils are still late in the mornings. Poor attendance contributes to some pupils' low standards of work.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 - 9	Years 10 – 11	Years 12 - 13
Lessons seen overall	Good	Good	Very 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.

Teaching and learning have improved since the last inspection. Overall they are good. During the inspection teaching was very good in almost one in three lessons in Years 7 to 11. It was excellent in thirteen lessons – in English, mathematics, science, drama, geography, history and French. Overall, teaching and learning were better in Years 10 and 11. Teaching is most effective in art and design, textiles, history, drama, ICT and French. The overall quality of teaching is good in English and satisfactory in mathematics and science. Pupils with English as an additional language make good progress and learn well. Teaching of literacy and numeracy skills is good, particularly in Years 10 to 13. ICT is now taught well in discrete lessons in Years 7, 8 and 11 but pupils do not use computers enough in several other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Many recent additions to the curriculum, for example vocational qualifications, effectively match pupils' interests and learning needs. Sixth form students have a wide choice of courses through the consortium. The citizenship initiative is enjoyed by pupils as they appreciate its relevance to their present and future lives. ICT is not used enough in several subjects.

Provision for pupils with special educational needs	Very good. The large number of pupils with statements receives appropriate support and those with specific behaviour or learning problems are given much help to cope with school life.
Provision for pupils with English as an additional language	Good. All teachers are alert to the support these pupils need. They receive helpful guidance and instruction so they can join in lessons as quickly as possible.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and excellent for cultural development. The school's focus on respect, tolerance and recognition of cultural diversity has become stronger over the years. It is now embedded in the atmosphere. It also permeates and contributes to the very good provision for pupils' social and moral development.
How well the school cares for its pupils	Good. Pupils receive effective support and care because there are many varied, well-established and effective systems in place, both within the school and the community. These include mentoring programmes, health awareness schemes, and the new behaviour support centre.

Parents have very positive views about the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher continues to steer the school forward cheerfully, with realistic, clear and focused determination. He is ably supported by an efficient and enthusiastic senior management team and many effective and dedicated middle managers. Management structures have improved since the last inspection.
How well the governors fulfil their responsibilities	Good. Governors are well informed about the school's performance in Years 7 to 11 but less so about the sixth form. They are knowledgeable and supportive about the progress of initiatives, such as citizenship, mentoring, involvement in the community and possible sixth form developments. They keep themselves up to date with developments in education and also take on board and respond thoughtfully to students' views.
The school's evaluation of its performance	Good. Data about standards and examination results is now analysed rigorously and departments evaluate their performance meticulously. The senior management team and heads of department do observe lessons and know where improvements are needed, but follow-up support is not yet finely tuned.
The strategic use of resources	Good. The principles of best value are applied very well. The considerable sums of money, from public and private funds, are spent sensibly and carefully to support the wide range of initiatives They have contributed to the improved standards.

The number and experience of teachers and support staff are good although the school has found it difficult to appoint specialists in a few subjects. The accommodation is satisfactory overall although some subjects have particular problems. There are too few resources in English, science, design and technology, music and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils like school.• Pupils are expected to work hard and achieve their best and they are making good progress.• The school is well led and managed.• The school works closely with them and they feel comfortable approaching the school with questions or problems.• Teaching is good and they feel that teachers work extremely hard.	<ul style="list-style-type: none">• A few parents have concerns about homework – too much, too little or set irregularly.

Less than one-third of parents returned the questionnaire and 21 attended the parents' evening. The inspection confirmed all their positive views. In several subjects there is evidence that homework is not set regularly according to the homework timetable. Thus it does fluctuate during the week.

INFORMATION ABOUT THE SIXTH FORM

The multi-ethnic sixth form, with 153 students, is part of the Crossways Consortium with two other schools – Addey's and Stanhope and, since September 2001, Crofton. Some students follow courses at Lewisham College, which was part of the consortium until recently. Students choose from a wide range of AS, A level and vocational courses. Boys outnumber girls, as they do in the main school. The ethnic composition reflects that of the main school. The sixth form increased in size in September 2001. The majority of pupils comes from the main school; about one-third of Year 11 stayed on in September 2001 and over 20 students joined the school in Year 12, from other schools and a few from overseas. Students are expected to have a grade C or higher in the AS subjects they choose to study but the school is flexible about this. Standards on entry are below average. Local authority plans, to move the consortium into a new, £10 million building on the site of a closed secondary school in the borough, are far advanced. Many applications for information about sixth form entry for September 2002 have been received.

HOW GOOD THE SIXTH FORM IS

The sixth form is cost effective and several areas are already successful. Others are improving. It is an effective sixth form. Students learn well and most achieve results that match predictions related to their GCSE performance. Results have been below average but are improving and are already high in several subjects. The consortium offers students an impressive range of courses and the school backs this up with a good enrichment programme. Teaching is very good and particularly effective in textiles, art graphics, mathematics and performing arts. The main strengths and areas that could be improved are:

Strengths

- Teaching is very good. It is of a consistently high standard in textiles, art graphics, mathematics and performing arts.
- Standards are improving; the sixth form is growing and becoming more popular with pupils from other schools.
- The school cares for students very well. They enjoy being part of the consortium and appreciate maintaining links with the school.
- Several courses are very well equipped with advanced ICT equipment.
- The enrichment course is good.

What could be improved

- Retention rates in some subjects, although they have improved this year.
- Careers guidance, which is delivered on a rather ad hoc basis.
- Management of data collection in the consortium. Attendance statistics, examination results and information about students' progress is not collated methodically or regularly.

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
Mathematics	Very good. Standards are above average and achievement is satisfactory. Teaching is very good. Students find the course highly motivating and challenging.

Curriculum area	Overall judgement about provision, with comment
GNVQ science	Good Standards are below average overall. Achievement is reasonable in lessons but not in the long term. Not all students attend regularly. Teaching is good. As they gain confidence, students take risks and persevere with difficult work.
GNVQ health and social care	Good. Standards are average and achievement is good. Teaching is very good and students are highly motivated. The extremely positive atmosphere of lessons boosts lower attaining students' confidence.
Art graphics	Very good. Standards are well above average and achievement and teaching are both very good. Students' work celebrates the multi-cultural diversity of the school.
Media studies	Good. Standards are average and achievement is satisfactory. Teaching is good and successfully helps to develop students' understanding. Students find the course interesting and challenging.
Performing arts	Excellent. Standards are well above average. Teaching is excellent and students make very good progress. Resources and accommodation are excellent. Students from all schools in the consortium work extremely well together.
Textiles	Very good. Standards in practical work are well above average, Students achieve well. Teaching is very good. Students' work reflects the multi-cultural ethos of the school and local community.
Sociology	Very good. Standards are improving, they are now average. Students achieve well. Teaching is very good. The subject is gaining popularity and more higher attaining students are choosing it.
English	Good. Standards are average and achievement is satisfactory. Teaching is good. Teachers encourage students to express a personal response to literature.

In other subjects work was sampled. Some very good teaching was seen in several subjects. Students on design, photography, ICT, geography and Spanish courses are making good progress. All student spoken to were enjoying their courses.

OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	Students are now well inducted into the sixth form. Information about sixth form courses is satisfactory. The school provides very good pastoral guidance. Students appreciate the support they receive. Tutors and teachers are caring and work hard to help all students to achieve their best. However, careers guidance is unsatisfactory - advice could be sharper.
Effectiveness of the leadership and management of the sixth form	Leadership and management are satisfactory. The sixth form is cost effective and provides value for money. Standards and retention rates are improving in many subjects. There are concerns with evaluating the outcomes of the sixth form because of problems with the accurate

	collation of data and other information.
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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"> • They are given helpful and constructive advice on what they should study and helped to settle well into the sixth form and sixth form work. • The choice of courses lets them follow programmes suited to their talents and career aspirations. • Their work is thoroughly assessed so they can see how to improve it. • They are taught well and challenged to do their best in all or almost all of their subjects or courses. 	<ul style="list-style-type: none"> • Careers advice on what they should do after school.

Apart from their views on future careers advice, sixth formers conveyed strong and positive support for the school. A high percentage of students feel that they are taught well and challenged to do their best. They comment that the range of activities and enrichment courses is not that great, but during the inspection several implied that they enjoyed the latter. The strengths identified by students are well founded. The inspection confirmed students' concerns about careers advice, and the school is keen to develop this area of its provision.

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

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Attainment or **standards** describe what students achieve compared to national averages. Standards are also compared with results obtained in similar schools, that is those with a similar uptake of free school meals. **Achievement** refers to the progress students make compared to where they started when they entered the school, or when they started their GCSE or sixth form courses.

- Standards of work seen were below average overall in all years. Present pupils attain close to average standards in English, below average standards in mathematics in Years 7 to 9 but average standards in Years 10 and 11 and below average standards in science.
- Pupils achieve well and make good progress overall. Achievement is sound in Years 7 to 9 and good in Years 10 and 11.

End of Year 9: students are expected to reach at least National Curriculum level 5 in English, mathematics and science national tests taken at the end of Year 9. Level 6 and above are referred to as higher levels. Average points scores are also calculated. Level 5 is worth 33 points.

1. The average points score for English, mathematics and science together has gone up since the last inspection and this trend was above that seen nationally. The school's results were well below national ones (but only below national for the percentage of pupils reaching level 5 in English) but well above those reached in similar schools. The better performance overall by girls was the same as that seen nationally. The best result compared to national figures was by boys in English, the weakest by boys in mathematics. Science results improved significantly in 2001 but English ones have yet to match the close to average ones attained in 1999. Differences between ethnic groups were very small.
2. Standards seen during the inspection in Years 7 to 9 were
 - above average in art and design, textiles and drama
 - below average in mathematics, science, design and technology, information and communications technology (ICT), religious education and French
 - average in all other subjects
3. Achievement in Years 7 to 9 is
 - very good in drama
 - good in art and design, textiles, history, French and physical education
 - unsatisfactory in design and technology and science
 - sound in all other subjects

GCSE results: In 2001 nationally, 48 per cent of students attained five or more grades A - C, 91 per cent attained five or more grades A* - G and 96 per cent attained one or more grades A* - G. The average total points score was 39 (calculated by 8 points for A*, 7 for A, etc).*

4. The percentage of pupils attaining five GCSE grades A*-C improved significantly in 2000 to 34 per cent, and again in 2001 to 41 per cent - just below average. The percentage attaining five grades A*-G has been over 90 per cent since 1999, an improvement since the last inspection. The average total points score (34.8) is below average but well above average compared to similar schools. This upward trend has been above that seen nationally. The percentage of five grades A*-C in 2001, compared to the same pupils' Year 9 results in 1999, shows that they made excellent progress; the total average points score represents very good progress overall. When analysing their results, departments note how many pupils exceed predicted grades – it was an impressive number in 2001.

5. Attainment by boys and girls and different ethnic groups is analysed meticulously by each subject, and it varies between them. Girls performed better than boys but the boys' average total points score was closer to the national one for boys than the similar statistics for girls. Overall, white European pupils attained the highest total points score (72), followed by Pakistani (60), Bangladeshi (55) and Indian (43) pupils. Most other groups attained total points scores between 30 and 40 although mixed race and UK white pupils' performance was below this.
6. Mathematics results have improved considerably in the last two years and are now very close to average. In the following subjects, reflecting particularly good achievement, the percentages of A*-C grades (given in brackets) were higher than national ones: art and textiles (over 80 per cent), drama (77 per cent), English literature, taken by four out of five pupils (70 per cent), geography (69 per cent), history (71 per cent), ICT (98 per cent), music (85 per cent) and statistics (81 per cent). The challenge for the school is to improve results in English language, science, graphics, resistant materials and physical education. Spanish results were low in 2001, partly explained by the staffing situation, those in French (studied by the present Year 11 pupils) were close to average in 2000.
7. Standards seen during the inspection In Years 10 and 11 were
 - well above average in art and design and textiles
 - above average in history, music, drama, GNVQ leisure and tourism
 - below average in science, resistant materials and graphics
 - average in all other subjects
8. Achievement in Years 10 and 11 is
 - very good in mathematics, art and design and textiles
 - unsatisfactory in resistant materials, graphics and science
 - good in all other subjects
9. **English:** pupils' ability to speak clearly and confidently has improved. Many young pupils use punctuation correctly. Higher attainers organise complex sentences into paragraphs. By Year 11 pupils speak, listen, read and write well. Pupils are keen to answer questions. Girls' writing is generally of a higher standard than boys' but all pupils improve the fluency and accuracy of their writing by re-drafting. Their handwriting is generally good. Most pupils spell and punctuate accurately and read aloud with confidence, fluency and expression. Where pupils are well prepared for discussions, they make sophisticated contributions and maintain high quality dialogue. Pupils can understand significant ideas and events, and make moral judgements based on their interpretation of texts. The school has focused on delivering literacy skills in all subjects for several years. Pupils make good progress developing these basic skills and they are encouraged to read from a range of texts, use reference books and read aloud.
10. **Mathematics:** by Year 9 all pupils can measure shape and volume reasonably, particularly when teachers appreciate their different abilities. In Year 10 only higher attaining pupils understand algebra competently, others find aspects such as factorisation very difficult. Year 11 pupils' work in mathematics includes in depth study and applications of theorems, and rigorous study of statistics for gifted pupils. Lower attainers have a better general understanding of what they are doing and can analyse data and solve equations by trial and improvement. Middle attainers understand and interpret data confidently. Most pupils work independently from a textbook, interpreting given examples with understanding. Pupils' numeracy skills were described as weak in the previous inspection - this is no longer the case. Their understanding of number and data handling is good enough to support their learning in other subjects. These skills are developed well in the context of important citizenship issues in Year 8. Pupils are encouraged to interpret information from a number of sources, including websites.
11. **ICT:** pupils' levels of attainment have improved since the last inspection but many Year 9 pupils underachieve as they have no ICT lessons. The majority of pupils develop, explore and communicate information satisfactorily when integrating text and graphics. Their skills in responding to and controlling events by planning, testing and modifying sequences of instructions

- are limited. By the end of Year 11 pupils manipulate basic formulae well. Pupils who use computers in lunchtimes or at home work well independently and develop good ICT competence.
12. In **PSHE** lessons and work seen, pupils achieve well and make good progress in all years. Staff and pupil relationships are very good and this means pupils develop their own opinions and attitudes in an atmosphere of trust. Similarly, in the Year 10 citizenship classes, pupils gain much knowledge and understanding that will serve them well in the future.
 13. Standards of work seen, particularly in literacy, are well below average for most pupils with **special educational needs**, but many attain average and higher standards in other subjects, for example art, music and drama. These pupils, and those with **English as an additional language** make at least good progress. One pupil, excluded from various other schools for violence and aggressive behaviour, left at the end of Year 11 with 8 GCSE grades A*-C. A Year 9 pupil who has a statement for co-ordination, movement and handwriting difficulties achieved a GCSE grade B in mathematics two years early. Pupils with specific learning needs, such as dyslexia, are identified early and attain highly in many non-literacy dependent subjects. Pupils who are **gifted and talented** make good progress, particularly in mathematics.

Sixth form

Pass grades (A to E) at A level) and AS level are converted into points: 10 points for grade A, 8 points for grade B and so on - half these points are given for AS levels. The total average points score for students taking 2 or more A level or AS equivalent was 17.8 in 2001

- Standards of work seen were average overall with considerable differences between subjects
 - Students make good progress and achieve well overall
14. The 69 students who took examinations in 2001 came from the year group that attained only 25 per cent five GCSE grades A*-C. It is not surprising therefore that their results overall were low. Students who took AS examinations in 2001 came from the year group that attained 34 per cent five grades A*-C and, in several subjects, the points scores indicate improved performance. Present standards in Year 12 (98 students) are better because these students attained higher GCSE grades and they received stronger guidance about which subjects they should study.
 15. The number of students taking individual A level subjects in 2001 was six or less in all subjects. This makes comparison with national figures (not all of which were available during the inspection) statistically unreliable. The same is true for several 2001 AS entries too, although ten or more students took the following subjects: English literature, geography, mathematics, media studies, performing arts and psychology. Mathematics was the most popular subject. The same subjects, excluding psychology, have appealed to the present Year 12 students. Intermediate GNVQ and AVCE science courses are also popular.
 16. Students attained points scores of six or more in A level business studies, psychology and textiles. Students attained AS points scores of at least 2 in art graphics, business studies, sports studies and textiles. Unconfirmed statistics indicate that these are all likely to be above the national averages. During the inspection nine subjects were examined in depth. Standards seen were well above average in art graphics, performing arts and textiles, above average in mathematics, average in English, GNVQ health and social care, media studies and sociology and below average in GNVQ science.
 17. Students make at least satisfactory progress in all subjects. It is particularly good in art graphics and performing arts. Students who join the school with English as an additional language, often from overseas, do not make quite as good progress as others for the first few months, but they are supported well and during the inspection they were making good progress. Those few students with special educational needs have a mature approach to their work and are well motivated, so they achieve well. The school analyses AS and A level results compared to GCSE ones. Whilst some of the data and national figures are provisional, at least two-thirds of students achieve their predicted grades and several individual students exceed them. Those students who

fail to match expectations are mostly those with poor attendance records. In Year 12 several students retake one or more GCSEs and practically all achieve improved grades.

18. Students are expected to develop the **key skills** of communication, application of number and ICT. Other skills particularly link into students' preparation for their future lives (working with others, improving own learning and performance and problem solving). These skills are addressed well through the enrichment and PSHE programmes. Most students meet sound enough levels in the key skills to tackle the courses they have chosen. In 2001 over ten students attained level 3 (the highest level) in both application of number and communication tests. Students' confidence contributing to discussions and working independently was evident in several subjects during the inspection. Students build up ICT portfolios using project work and examples of ICT work in their other subjects. The quality of these portfolios is in line with expectations. Most students aiming to attain an intermediate level qualification do not have grade C GCSE ICT. A small minority, who achieved GCSE grades A*-C, are embarking on the advanced qualification. The majority of students have not yet achieved the external test requirements, and further support for these is being developed.
19. Retention rates have improved in recent years, largely because students have been given better advice about courses and options. Several who did not complete courses last year left to take up offers of work. No pattern of retention rates varying between the different consortium partners is apparent, although a few students stated that they had not enjoyed being taught off site, and this was why they had dropped particular subjects. AS subjects last year with low retention rates were business studies, geography, mathematics, performing arts and politics. Retention rates in the present Year 12 are better. Students have appropriate targets, as does the consortium.

Pupils' attitudes, values and personal development

- Pupils have good attitudes to school.
 - Pupils' behaviour is good overall. The number of exclusions is falling.
 - Pupils' personal development and relationships are good.
 - Attendance is just average overall but unsatisfactory because it falls below 90 per cent in Years 9 to 11 and pupils are still late in the morning.
20. Practically all pupils have a positive attitude to school life. They enjoy coming to school, take advantages of the many initiatives that the school offers, and in conversation with the inspection team confirm that they feel the school cares for them. In over 90 per cent of lessons seen, pupils' attitudes, response and behaviour were good. In many lessons they concentrate, work very well and behave in a mature and sensible manner. The overwhelming majority of pupils relates well to each other, to staff and to visitors. The inspection team was impressed by the welcome given to them.
 21. The school responds fast and firmly to any instances of unacceptable or challenging behaviour and therefore an atmosphere of calm and order is maintained. Pupils' behaviour at lunch and break is good. Supervision in the dining room and in the recreation areas is minimal but pupils behave well and have a healthy respect for their own, other people's and school property. Computers, physical education equipment and books are treated with care. The school is graffiti and litter free, and although much of the annexe is in need of redecoration, pupils treat classrooms, corridors, displays and artefacts with reasonable care.
 22. A small number of pupils with special educational needs do misbehave and distract others in a few classes where their learning needs are not always met. This is particularly the case in a few mixed ability mathematics lessons in Years 9 and 10. In small withdrawal groups and where pupils receive individual support they are very well behaved and very well motivated. They understand what their learning needs are and persevere to improve. They also support each other very well. Very good examples exist of pupils from the behaviour support unit being successfully re-integrated into mainstream lessons with improved behaviour.

23. Pupils well understand that the school has a very positive ethos and policy of care and concern for them. A large number of pupils come from homes where life is not straightforward. A small number of children are in care and others care for relatives at home. Such pupils speak appreciatively of the range of help they receive. This is described in paragraph 87. Most pupils with English as an additional language are readily accepted and mix well with other pupils, who are supportive.
24. The year councils and school council are lively bodies where two elected representatives from each form meet on a regular basis to debate matters of concern and offer suggestions. They take these meetings seriously and debate sensibly. They meet regularly with members of the senior management team and attend governors' meetings occasionally. Here, they have impressed governors with their well-articulated opinions. Some helpful suggestions made by the council are implemented. As a result of council pressure, the girls' cloakrooms were extensively renovated. Other responsibilities which pupils perform well are helping in the library, acting as tutors for parents at adult computer classes on site, and being trained as peer group counsellors by the Children's Society.
25. Older pupils act as a role model for younger pupils and befriend and mentor them when they come up to the main school building from the annexe in Year 9. They also support physical education and ICT sessions. The school receives many positive letters praising the way pupils carry out their work experience and a visiting storyteller states "It is one of my favourite schools to work in". Visiting an Oxford college, pupils "behaved with maturity and enthusiasm" and a group ran a workshop for adults at a recent citizenship conference "in a confident and professional manner".
26. In a Year 7 PSHE lesson, pupils demonstrated a good knowledge of the basic skills needed for school life. They developed their speaking and listening skills through a well-directed exercise by the teacher. Year 10 pupils visited a family planning clinic and, in a mature fashion, discussed the benefits of obtaining contraceptive advice and relationships. Boys were not embarrassed discussing the options available to girls who become pregnant. In another Year 11 lesson, pupils discussed most sensibly the reasons why working careers have become shorter. They worked well together and shared attitudes towards leisure activities. In a Year 10 citizenship lesson pupils discussed with interest the responsibility local authorities have for communities.
27. Pupils integrate very well together and have a mutual respect for feelings, value, ethnic differences and beliefs. The focus of the school on good and respectful relationships and the creation of a safe community has a powerful impact on the growth and development of all members of the school community. Pupils are open to new ideas and participate fully in activities celebrating other cultures. The influence of the school's ethos enables pupils to demonstrate their values and beliefs in a safe and supportive environment. A well-directed discussion on views about God in different religions demonstrated that pupils are prepared to explore their own beliefs and those of others. In one Year 10 class, pupils' consideration for the feelings of others was shown in an excellent discussion of family values in different religious traditions. Pupils demonstrate their commitment to fair play in physical education, accepting rules without question. In drama, pupils respond positively in role-play about moral issues, for example desegregation in Alabama schools.
28. The life and work of the school as a whole demonstrates that pupils and adults have a respect for each other and are prepared to co-operate. Pupils use their social skills effectively in discussion work, public speaking and active participation in debate. In one assembly members of the school council reported on their achievements and pupils willingly offered suggestions for future agendas. They respond enthusiastically in citizenship classes, and employ decision-making and independent learning skills, for example discussing rights and responsibilities.
29. Attendance, at 91 per cent, has improved since the previous inspection but is still unsatisfactory, particularly in Year 9 upwards. In a significant number of lessons seen in these years attendance was less than 85 per cent. Punctuality is also a problem. Some pupils arrive late for registration and lessons and this clearly has an impact on their progress. However, the Deptford Truancy

Project, sited at the school and staffed by the two efficient attendance officers, has identified pupils whose attendance is causing concern and is slowly having an impact on improving the attendance figures.

30. The recently increased strong level of support for pupils with behavioural and emotional difficulties, and other initiatives which help teachers to control poor behaviour, all contribute to the fall in the number of fixed and permanent exclusions since last September. Short fixed term exclusions are used immediately for fighting and extreme rudeness to adults. Pupils accept and see its implementation as fair. Over 200 pupils received fixed term exclusions during the last academic year, many on several occasions, and black boys particularly so. This ethnic imbalance was no more than seen nationally, although the school certainly takes this issue seriously. Other similar schools in the local authority have higher exclusions rates and lower attendance.

Sixth form

- Students' have very good attitudes to school.
 - Students' personal development and relationships are good.
 - Students' attendance is below average.
31. Students are happy studying as members of the Crossways consortium but equally appreciate still being linked to Deptford Green. In addition to lessons, practically all of them spend Wednesday afternoons and Friday mornings in school. Detailed attendance statistics for Deptford Green students only, rather than the consortium, were not available during the inspection. In the past, a few students' poor attendance has contributed to their underachievement, for example in GNVQ science. In several classes seen during the inspection all students were present. The school is alert to a few students who have poor attendance. Students are confident that registers are taken at all sites and their absence is noted. Evidence suggests that members of the consortium do not collate and share attendance data effectively.
32. Students interviewed both formally and informally described their life in the sixth form as enjoyable and rewarding. Their attitudes to work are very good and they behave sensibly, and often enthusiastically, in all lessons. In performing arts, the atmosphere in a lesson seen was electric with anticipation and a willingness to do well. Those who have long days, involving bus journeys to change sites during the lunch hour, do so without any fuss. Nevertheless, they would all prefer to be taught exclusively at Deptford Green although they can see the advantages of getting to know other students, especially at Lewisham College. Talking to students it is clear that several of them have changed their attitudes to further education during their time in the sixth form. Many speak of their aspirations to go to university.
33. Students have little free time, partly because moving between sites takes a while, and because the new head of sixth form believes their time is best spent in lessons and other organised activities. A few of them actively participate in the school council and several mentor younger pupils. Students following the Community Sports Leaders Award programme work in local primary and secondary schools. Several Year 13 students have joined the Young Enterprise Award Scheme and have formed two companies. These have successfully, and profitably, marketed a calendar; they plan to sell soft drinks in school, in competition with the drinks machine. The underlying and well-implemented principles of the school, to develop good and respectful relationships free from issues of gender, race and culture, permeate the way sixth formers are treated. In their relationships they demonstrate sincere respect for others, good moral awareness and social responsibility.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- Teaching is good overall.
- Learning is good overall.

34. Teaching has improved since the last inspection. During the inspection it was satisfactory in 93 per cent of lessons seen in Years 7 to 11. It was good in over 64 per cent of lessons, including 29 per cent in which it was very good. In 13 lessons it was excellent – in English, mathematics, science, drama, geography, history and French. It was unsatisfactory in eleven lessons and poor in one. Most of these were in Year 9, where the highest percentage of unsatisfactory behaviour and learning was seen. Overall, teaching was better in Years 10 and 11. Teaching is most effective in art and design, textiles, history, drama and ICT and French.
35. Teachers have good knowledge and understanding of their subjects. The majority plan lessons well. All English teachers have a very wide knowledge of both language and literature. Art teachers use their extensive experience and knowledge so pupils develop a useful repertoire of ideas and technical skills. French teachers speak fluently and extensively; they do not compromise by using English. Pupils are therefore challenged by having to listen very carefully. Music teachers use their good composition and performing skills effectively. Physical education teachers use their experience of fitness and sports to develop pupils' planning, analysis and evaluation skills successfully. In a Year 11 GCSE theory lesson, the teacher's very good knowledge of training challenged pupils to think so their understanding was extended.
36. A teacher's good knowledge and interest in Buddhism meant that pupils gained a good understanding of enlightenment. Specialist ICT teachers deliver most competent and effective lessons, but non-specialists lack the insight to respond to questions and problems that pupils raise. Geography teaching by specialists is most effective in Years 10 and 11 - they use their enthusiasm and expertise to generate excitement and intellectual curiosity. In Year 9 food lessons, non-specialist teachers do not place enough emphasis on correct working practices so pupils do not always follow health and safety directives.
37. All teachers are aware of the importance of literacy and numeracy and overall these skills are taught well. Many departments display key words, supply word banks, prepare writing frames, encourage extended writing and insist on pupils using the correct technical vocabulary. Basic ICT skills are not developed in several subjects, science and design and technology particularly, because they do not use computers enough. This is partly because of limited access to computers but also because several teachers lack the competence to integrate ICT into their lessons.
38. A noticeable feature of many successful lessons was that teachers were fully aware, and planned for pupils' different abilities and needs. In an excellent mathematics lesson pupils were faced with an interesting array of objects in the shape of hexagonal and octagonal prisms, strategically placed, one before each of them. Each object had been selected so all pupils could succeed. In contrast, in a Year 10 class on factorisation, teaching was mainly directed towards middle attainers; just over half the pupils discussed it competently, others neither understood what factorisation was, nor could find simple common factors. In science teachers do not always remember that lower attainers have difficulty following instructions. Some gifted and higher attaining pupils' needs are not always addressed in ICT lessons, although a few in Years 10 and 11 are encouraged to do extra college courses. Most teachers are aware of the need to provide extension work for gifted and talented pupils. Further information about the school's provision for these pupils is described in paragraph 67.
39. The English department's schemes of work generate stimulating lessons. History teachers also plan carefully and deliver lessons enthusiastically. In a Year 7 lesson on the Black Death pupils were totally engaged by eerie music and most interested in learning about boils and other symptoms of the disease! ICT lessons in Years 7 and 8 are well structured, with small steps and clear objectives. Music teachers skilfully involve all pupils in a series of interesting musical activities and celebrate worthwhile results.
40. Many teachers make very good use of questions, both at the beginning and during lessons, which check on pupils' progress and understanding. This was done very well in a science lesson considering the effect of temperature on chemical reactions; as a result pupils' practical skills improved greatly. In other science lessons teachers posed questions that were too cursory and

did not stretch the higher attainers. Drama teachers ask questions that stimulate thought, thus driving progress forward. At the start of most lessons, physical education teachers ask good questions that extend pupils' knowledge and understanding. In a Year 10 rugby lesson pupils understood the concept of moving forward when in possession of the ball but keeping behind when supporting the player with the ball. Religious education teachers pose helpful questions to remind pupils about previous work and to help them to draw together new ideas.

41. Much of the work seen in Year 7 pupils' mathematics' books was poorly presented, often unfinished, inadequately marked and lacking structure. Many science books contain work that is too brief or incomplete to be used for revision, and evidence that pupils ignore teachers' comments. It is not just less experienced teachers who need encouragement to never accept sub-standard presentation. Low expectations are a key reason why standards are not high enough in design and technology.
42. Drama teachers communicate their high expectations by sharing objectives at the beginning of each lesson, and reviewing (in which pupils have a significant part) progress towards them at the end. Many geography lessons proceed briskly and contain a variety of practical activities using interesting resources, so pupils enjoy their work and work hard. Physical education teachers have high expectations of both effort and behaviour (particularly noted in a Year 11 aerobics lesson), so pupils are keen to do well; they work hard and learn rapidly.
43. When topics are relevant to pupils' everyday experiences they enjoy and remember work well between lessons. Religious education teachers make effective links between everyday experiences and religious values so pupils generally make sense of what they study and can relate it to their own lives. Citizenship lessons invariably interest pupils, especially when a local issue is under consideration. An imaginative feature of the mathematics' department's work is the lessons designed to reinforce citizenship. Numeracy and data handling skills are developed in the context of important human issues worldwide. Pupils are encouraged to interpret information from a number of sources, including charity websites.
44. Resources can also make a big difference to the success of a lesson. In art and design and textiles, teachers use a stimulating and wide range of materials, which inspire pupils. French and Spanish teachers prepare most of their resources themselves – attractive maps of Spain, pictures of towns and high quality worksheets. When pupils listen to tapes, teachers give them a grid to guide their answers and revise the specific words they need. Pupils dress up and use everyday objects too. Opportunities to interest pupils by using books or video are missed in science. Design and technology teachers do not develop pupils' competence and knowledge of appropriate techniques and equipment. In resistant materials pupils do not appreciate the need for specific tools.
45. English teachers' written comments strongly emphasise the need for correct punctuation and spelling. In mathematics, not all teachers structure homework carefully enough to help pupils learn and understand. As they do not mark work in detail on a frequent basis, they cannot modify their lessons to take into account what pupils have, or have not understood. The quality of marking varies from very helpful to unhelpful ticks in design and technology and science. Where marking is good, for example in Years 10 and 11 food folders, pupils are fully aware of their levels of attainment and progress in relation to their course. Geography marking is generally helpful. Through regular and constructive marking, teachers of vocational subjects help students evaluate their findings so they know how to improve.
46. Teachers generally manage behaviour well and it is only a problem when the content of lessons is boring that pupils become restless. Thus teachers who prepare exciting lessons rarely have problems. Most pupils, particularly in Years 10 and 11, are interested and keen to learn and will put in much effort. Drama teachers manage classes extremely well (even when pupils are very excited by what they are doing or are tempted to show off); pupils learn self-control. The seating arrangements introduced in geography not only encourage discussion but also minimise incidents of poor behaviour. Just occasionally history teachers do not praise pupils or use their names enough to boost their confidence. As music activities are designed to be accessible by all, pupils

contribute to the best of their ability, usually producing good results, which boost their self-esteem.

47. When science lessons are interesting and stimulating and instructions are very clear, pupils are attentive, critical and interested in explanations, and have the confidence to tackle and give tentative answers to difficult ideas. The use of concept maps is very effective in geography. In games pupils participate enthusiastically; the vast majority apply rules fairly and accept the decisions of those who officiate. In many religious education lessons, pupils explore their feelings sensibly and, because they respect each other's views, they feel confident to express their opinions. In a Year 7 hockey lesson pupils were determined to develop their individual skills in order to participate in small group games. In music pupils are encouraged to, and do, discover things for themselves. So pupils develop their negotiating skills, and learn to listen to each other's ideas and suggestions respectfully, often without supervision.
48. Teaching in PSHE lessons is always satisfactory and good in many cases. Teachers use a range of skills so that pupils do reflect upon the topics as well as learning about them. Examples of how PSHE contributes to pupils' personal development are in paragraph 26. The team as a whole have developed a good expertise. They are secure in their knowledge and approach topics with confidence. The co-ordinator is keen to develop formal assessment of pupils' achievements. It needs to be more structured in order to provide evidence of pupils' progress. At the end of each unit of work, pupils look at their own strengths and weaknesses through self-assessment. This helps them to set their sights on how they can improve in the future.
49. Either one-to-one, or in small withdrawal groups, teaching for pupils with special educational needs is good and occasionally excellent. These pupils learn well. The warm and good-humoured pupil-teacher relationships are excellent. Teachers use praise frequently and positively so pupils participate willingly, take risks, have a go and speak out. Teachers have high expectations of appropriate language being used - Year 7 pupils use terms like vowel, consonant, segmenting and decoding. The structure of lessons is very good – for example shared reading of a story followed by spelling and writing sessions designed for individual needs. At the end of sessions, teachers share with pupils how effective their learning has been and what they still need to work on. There is genuine negotiation about learning. Teachers use a very good range of resources, for example models and shapes to aid kinaesthetic learning; puzzles and games; portable whiteboards; and personal computers with the Touch, Type, Read and Spell programme. This is particularly helping pupils with dyslexia.
50. Although the majority of subjects plan well to provide work at three levels of attainment, in some lessons low attaining pupils' needs are not well met, particularly in mixed ability mathematics classes. Teachers know they have to use the literacy Progress Units flexibly, sometimes establishing a clearer context, sometimes spending longer before moving on. They are experimenting well with them.
51. Where pupils with English as an additional language receive specialist support, in class or withdrawal sessions, teaching is good. The support teacher engages pupils in conversation and ensures that they can read and understand texts. This gives them confidence to contribute to class discussion. The support teacher also keeps a record of pupils' strengths and weaknesses, providing additional materials to help them to develop particular areas, such as subject-verb agreement. Teaching and learning for pupils with English as an additional language who do not have support in class are as effective as for other pupils.

Sixth form

- Teaching is very good overall.
 - Learning is very good overall.
52. All teaching is satisfactory, and in several subjects it is consistently good and better. During the inspection it was good in almost 90 per cent of lessons, including over 50 per cent when it was very good. It was excellent in eight lessons during the inspection, in English, mathematics, health and social care, textiles, performing arts and enrichment. There is no difference between the

quality of teaching in Years 12 and 13. In all the lessons observed off site teaching was good. Teaching is consistently of a high standard in textiles, art graphics, mathematics and performing arts. Students learned well and made considerable progress in over half the lessons observed during the inspection.

53. Teachers, many of whom are extremely experienced, have very good subject knowledge and use it to create a positive and demanding learning atmosphere. There is a strong professional commitment to students' learning. This is clearly recognised by the great majority of students who value the support they receive. The high standards of art graphics and textile work, for example, reflect the very good technical guidance students receive. The considerable skills students acquire in performing arts reflect the teachers' professional expertise and flair.
54. In sociology students develop a good understanding of different theoretical concepts because of the teacher's ability to exemplify intellectually challenging ideas. This challenge is evident in most lessons and all subjects, including the vocational ones, and in some of the enrichment activities such as the Community Sports Leaders course. A further example was seen in a photography lesson where the tutor's experience and enthusiasm were reflected by high levels of student commitment and patience while they set scenes up, harmonising timing, camera, flash and arc lights.
55. Teachers plan lessons very carefully and use a very good range of methods to stimulate active involvement and intellectual challenge. As in the main school, they are aware of the conflict between direction, to be sure students achieve as well as possible, and guidance, for students to work independently. Several lower attainers feel insecure without firm guidelines. Students in textiles and art graphics are encouraged by their teachers to produce work that reflects the multi-cultural ethos of the school and local community. Teachers use open-ended questions very well to encourage independent thought and analysis. In a sociology lesson, for example, a quiet female student was successfully encouraged to question existing studies of female sub-cultures. As she began to do so, she gained confidence and took a more active part in the lesson. Other students began to join in, enthusiastically discussing other sub-cultures that exist in schools.
56. Teachers make good use of constructive oral and written comments so that students understand what they need to do in order to improve. In mathematics, for example, this annotation helps students to analyse more complex problems efficiently. Students do gain confidence and were seen trying out ideas and answering questions even when they were uncertain of the answers.
57. Teachers have accumulated and extended a stimulating, wide range of resources to motivate and challenge students. In textiles, they take students to the Victoria and Albert and Tate museums to inform special studies and practical coursework. These visits are most successful. Sociology students played a card game to help them revise basic terminology for a methodology examination. Art graphics students are actively encouraged to undertake their own visits to supplement those organised by the school. Health and social care students regularly go out of school on work placements and visits, for example to the health clinic. They need guidance about how to link these experiences with their schoolwork.
58. Relationships are very positive and students enjoy their lessons. Their attitudes and behaviour were exemplary in many lessons during the inspection. Teachers know that students, particularly those with average GCSE grades, need motivation, encouragement and numerous opportunities where they can succeed and gain confidence. Excellent relationships were seen in a mathematics lesson when AS students clearly enjoyed sharing the concept of an imaginary number with their teacher. They rise to the teacher's expectations and persevere to master difficult techniques. In a performing arts lesson, in which students were practising a piece of music with irregular rhythms, their good nature and sense of enjoyment prevailed through numerous repetitions, which were necessary before the performance reached the standard to which they aspired. Students from different schools in the consortium all work well together.
59. The delivery of key skills is tackled well, although students are less positive about this aspect of their work than that in their main subjects. Practically all teachers have appropriate skills to use

and help students to use computers. Key skills are particularly well integrated into the textiles courses. Most teachers also make satisfactory provision for application of number through subjects. The entitlement programme focuses well on key skills. Students visit Millwall Football Club and carry out projects, which link them well. Stimulating teaching was seen introducing students to a different ICT project, about measuring and reducing heat loss in the school. Although he had delivered this topic before, the teacher made it sound exciting, and implied he was eagerly awaiting the results.

60. The few students with special educational needs are well known to the school and they receive fine support. Students joining the sixth form from other schools, and those newly arrived in the UK, take a while to settle into the routines of sixth form life, but teachers give them much individual attention. Teachers do not distinguish where pupils are based, although they do welcome newcomers to groups. A few students commented that they felt the degree of individual support at other institutions was not as great as at Deptford Green, but their perceptions may well be tinted by lack of familiarity with the teachers there. The inspection team had no concerns about the quality of teaching offsite.
61. In order to improve the quality of teaching even further, the school needs to develop more systematic procedures for monitoring and evaluation, both at subject and whole-school/consortium level. This monitoring should focus on strategies to develop students' skills in independent research and investigation, both in lessons and when students are engaged in private study time.

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

- The quality and range of learning opportunities are good.
 - Statutory requirements for ICT are not met as it is not used enough in all subjects.
 - Provision for pupils' spiritual, moral, social and cultural development is very good overall. It is excellent for cultural, very good for social and moral and good for spiritual development.
62. The school provides a broad and sensibly balanced curriculum that meets the interests, aptitudes and particular needs of practically all pupils. Enough time is now allocated for religious education; a concern raised in the previous inspection report. PSHE is taught in all years and drama in Years 7 to 9. Both subjects contribute to pupils' confidence and enjoyment of school life. ICT lessons for Years 7 and 8 were introduced in September 2001. ICT is used more by subjects, but not enough to meet statutory requirements. Access to computers is difficult in some subjects and some hardly use them at all.
63. In Years 10 and 11 more pupils can now choose the options of their choice. Since the last inspection valuable additions to the curriculum have widened pupils' experiences and opportunities. All Year 10 pupils are studying for an innovative GCSE short course in citizenship. Sociology and drama can be taken for GCSE. Vocational courses - GNVQ intermediate leisure and tourism and foundation and intermediate level ICT - have been introduced successfully. Between ten and fifteen pupils in each of Years 10 and 11 attend work-related courses at Lewisham College. They select from courses in fashion, plumbing, motor vehicle maintenance, business ICT, and construction.
64. This year, partly because of staffing problems, 50 per cent of Year 10 pupils, with their parents' approval, are not studying a modern foreign language. The school has resolved the staffing issues for next year. However, some pupils, particularly those with poor literacy skills, achieve better overall if they do not study a modern foreign language. With only one physical education lesson per week, pupils not taking GCSE have little time to practise in depth.
65. The provision for pupils with special educational needs is very good in all years. The strong learning support team has the equivalent of 6 full-time teachers and 10 support assistants. Pupils' needs are identified early. Those with statements receive very good individual support in lessons.

Other pupils with learning needs, for example, in spelling, reading and writing, are very well taught in small groups withdrawn from other lessons. The support for pupils with specific learning difficulties such as dyslexia is particularly strong. The school works hard to raise the profile and self-esteem of these pupils and recognises their aptitudes and abilities beyond literacy. Pupils with emotional and behavioural needs are very well supported by the learning support department and the effective behaviour support unit.

66. Pupils with English as an additional language receive good support. Those who are at the early stages of learning English receive specialist support in class and, if necessary, tuition outside lessons. Other pupils who are more fluent in English have the opportunity for support after school. All subjects are expected to consider the needs of pupils with English as an additional language in their planning. There is support and guidance for this through the Ethnic Minority Achievement Strategy.
67. The provision for gifted and talented pupils is good. Most subjects prepare suitable work, though some fail to extend and challenge the most gifted. Over 30 Year 9 pupils took GCSE mathematics in 2001, two years earlier than normal. A number of pupils for whom English is a second language take GCSE in their first language. A good number of special events have been arranged for gifted and talented pupils. These include building a rocket launch pad in science and following up research into belief systems in religious education. Four Year 9 pupils attended a mathematics master class, Year 7 had a Super Learning day and 30 Year 9 pupils learned about newspaper production. The whole school had a Brain Awareness week in the last academic year.
68. The school is justifiably proud that it works hard to give all pupils full access to the curriculum as far as possible. When pupils are withdrawn, mainly for special needs support, the lessons they miss are rotated so their progress is interrupted as little as possible. Care is taken not to withdraw pupils from lessons where they are achieving well. In Years 10 and 11 a few lower attaining pupils take a reduced number of GCSEs in order to maximise their chances of achievement. A few follow a work-related course that receives nationally recognised accreditation in key skills. All these pupils benefit from increased motivation and increased chances to succeed at an appropriate level. All departments are expected to teach from schemes of work which are designed to meet three different levels of ability. This is generally effective although the needs of lower attaining pupils in some mathematics lessons are not always met. GCSE science and Year 11 mathematics are taught in ability groups.
69. After ten years of literacy development, the school was well placed to incorporate the National Literacy Strategy. The English department's expertise in developing literacy is reflected in the fact that teachers from other schools visit to see its good practice. Pupils who have not attained the expected level 4 before they enter the school receive intensive help through the focused units of work called Progress Units. Similarly, in mathematics, pupils attaining below level 4 use The National Numeracy Strategy Springboard materials and units. In addition to a two week summer school, pupils attend the last lesson on Thursday, which is specifically set aside for this work. Therefore curriculum provision for literacy and numeracy is good.
70. The drama staff work closely together to produce a stimulating and thought provoking curriculum so that pupils will develop their knowledge of themselves and their peers and how people interact, as well as experiencing the world of drama from a practical perspective. The citizenship programme is not bolted on but one of three key elements in the school's development plans. So all subjects consider what they contribute, in every lesson. This approach "invites young people to have more say about their own leaning and dares the whole school community to change the way it thinks about life-long learning". It is early days yet, but the inspection team is convinced that this is a most worthwhile venture.
71. The citizenship initiative complements the PSHE programme. PSHE is seen by the school to be a vital resource in the delivery of pupils' personal development. The school provides a very good course that helps pupils to develop independence of thought, feelings and actions. The development plan and course objectives and the relationship with the school's curriculum are well structured and appropriate. Pupils are provided with a rich and varied diet in all years. Topics,

such as attitudes to bullying, sex and drugs education, ethical issues, human rights, democracy, and survival skills, provide opportunities for pupils to develop critical attitudes and values.

72. Provision for students' cultural development is excellent. In the last few years, much highly successful work has been done to recognise and appreciate cultural differences by developing the curriculum to include aspects of all cultures represented in the school. Pupils develop excellent material for display around the school. Powerful images of the Holocaust, celebrations of black history or the role of women in the twentieth century reinforce the inclusive nature of the school. PSHE provides a wealth of opportunities for students to appreciate the rich diversity of cultures, traditions, attitudes and values that exist in this country, with topics such as individual differences and the creation of a safe environment. Aspects of religious education, particularly the study of different religions and the cultures that support them, make a significant contribution. Opportunities to appreciate art from around the world increase pupils' understanding of multi-cultural influences. The use of plays from different cultures in drama and the consideration of different cultural issues through role-play help pupils to participate in and understand cultural values and attitudes.
73. Provision for pupils' spiritual development is good overall. In religious education, pupils are encouraged to share their beliefs and values with others. Assemblies take place once each week, for each year group. They are not a vehicle for spiritual development and do not constitute collective worship. The school concentrates heavily on moral and social issues in assemblies as a deliberate policy. In some subjects, opportunities for the spiritual development of pupils were observed. In English, pupils use their imaginative and creative faculties when they write poetry. Studying art designed for spiritual and religious beliefs also helps pupils to appreciate what motivates artists to be creative. In geography, teachers develop a sense of self-worth in pupils. Pupils appreciate reflecting on the wonders of the natural world.
74. Provision for pupils' moral development is very good. All subjects make a strong contribution and numerous opportunities are targeted through the PSHE programme. In addition to topics mentioned in paragraph 71, others, including attitudes and values associated with family life, equal opportunities, ethical issues such as human rights, and anger management, provide a sound curriculum for discussion. The school has clear expectations of students knowing right from wrong and students respond very well when they are corrected. The citizenship programme makes a key contribution in encouraging pupils to link their learning with everyday life. The headteacher and staff are good role models for pupils. Assemblies make a significant contribution; topics are taken from the news and current affairs. They explore and prompt pupils to form judgements about right and wrong actions. Pupils are encouraged and give to a variety of charities.
75. Provision for social development is very good. The PSHE and citizenship programme underpins this. All subjects include contributions to citizenship in their schemes of work, which is excellent. There is an excellent school council so pupils in all years have a real voice in school matters. Elected representatives attend senior management and governors meetings. The council has been instrumental in making changes to school uniform and the school environment. Pupils act as guides on parents' evenings and this provides a valuable opportunity to build confidence interacting with adults. The PSHE curriculum provides many opportunities in this area. The citizenship programme directs pupils to consider and suggest changes about many local community social issues. A variety of after-school clubs also provide opportunities for social development. Drama helps pupils to gain in confidence and self-expression and work productively with each other.
76. The range of extra-curricular activities is satisfactory as a whole, although very few music groups meet regularly. The quality of study support and the number of after-school classes is very good. Many such sessions in Years 10 and 11 target and prepare particular groups for examinations. The school runs holiday revision classes and humanities residential revision weekends. The curriculum committee debates whether too many extra-curricular activities are catch-up and revision sessions rather than really extra, but they have contributed significantly to the improved GCSE grades. A mathematics summer school is provided for the new Year 7 intake. In addition

the school offers a wide range of visits and residential journeys. Examples include a Year 7 citizenship trip to Arethusa, summer schools at universities, theatre visits, and residential journeys such as the modern foreign languages trip to Spain; and a skiing week.

77. The provision for careers and vocational education in Years 7 to 11 is satisfactory. From Year 7 onwards, pupils are encouraged to consider their own strengths and weaknesses and personal development needs. Modules within the PSHE programme help pupils to think about the skills and experience required for different jobs and teachers suggest that they interview people in school and beyond. In Years 10 and 11 careers guidance is more closely focused on specific topics such as different types of qualifications and levels, career pathways, the careers service, how to fill in application forms and interview techniques. All pupils in Years 10 and 11 can do work experience, and most do. The programme is very well organised.
78. The contribution of the community to pupils' learning is very good. Through the Roots and Wings mentoring scheme pupils in Years 9 to 11 spend time with adults who provide positive role models and raise their aspirations. Learning mentors are also funded through the Excellence in Cities scheme. The local community provides translators and interpreters in community languages mentors for pupils from ethnic minorities. A citizenship worker liaises between the school and the local community, promoting projects for active citizenship. The school is also part of a mini Education Action Zone based around the power of creative education to raise achievement. This has led to raising achievement through oracy and various arts ventures including links with the National Theatre. All these initiatives make valuable contributions to pupils' progress and enjoyment of school.
79. Relationships with partner institutions are very constructive. Over the years a particularly successful partnership has evolved with UBS Warburg, which actively supports and funds the citizenship initiative. Links with primary schools are very good, see paragraph 109. Some older pupils are involved in an arts leadership scheme as part of the Education Action Zone where they work with gifted and talented pupils in local primary schools. The school also benefits from close links with a number of teacher training providers, particularly Goldsmith's College. This year the school was successful in having a bid, jointly with the college, accepted for training school status.

Sixth form

- The quality and range of learning opportunities are good.
 - Statutory requirements are not met because religious education is not taught.
 - Provision for students' spiritual, moral, social and cultural development is very good.
80. Being part of the Crossways Consortium means that students can select from a very good choice of subjects. The majority of students appreciate this wide range of opportunities and feel they are given good guidance based on their prior attainment, hopes and aspirations. Nineteen subjects are offered at AS-level, including a range of subjects not studied before: law, graphics, business studies, performing arts, media studies photography and psychology. Sixteen A levels are offered. GNVQ courses in health and social care foundation level, business and science intermediate level and science advanced level are popular. GCSE subjects offered include English, mathematics, computer studies and photography. There is no provision for religious education.
 81. Key skills are taught through subjects and through the enrichment programme. Details about the ICT element are described in paragraph 59 The enrichment programme is good. It includes PSHE and the Young Enterprise Award scheme. A drawback is that some students cannot take advantage of this programme because their timetable means they have to attend lessons on another site. An optional physical recreation programme is offered for one hour each week, supervised by Deptford Green teachers. A certificated and most valuable Community Sports Leaders Award course operates most successfully for a small group of Year 12 students. Work experience or work shadowing is not incorporated into the sixth form. It would be difficult to combine this with consortium management.
 82. The provision for students with special educational needs is good. The school is currently investigating examination dispensations for five students with specific learning difficulties in terms

of readers, scribes and allocation of extra time. This diagnostic process has not occurred at sixth form level before. There is a need to provide more courses for low attaining entrants to the sixth form. Foundation level students are not always able to cope when placed on GCSE courses. A pilot foundation level course in mathematics is being investigated. For students with English as an additional language, tutors are looking at alternative qualifications in place of GCSE English. Some students have been identified to follow an intensive English language course with graded examinations, particularly for university entrance.

83. Provision for students' spiritual, moral, social and cultural development is very good overall. The consortium arrangement pushes students to organise themselves and their work. It does, however, limit the effect that main school provision has on the students as a whole. The enrichment and PSHE programmes cover topics such as peer mentoring, sex and relationship education, citizenship in action, action planning and development of key skills. The Children's Society provide an eight-week course training volunteer Year 12 students to become mentors. Many students continue to gain qualifications in this area. A key skills topic helps students to investigate charities and to form views about how charitable organisations operate in society. Many students attain a first aid qualification in Year 12. There are no assemblies in the sixth form. Statutory requirements for collective worship and general religious education are not met. This means that many opportunities are missed to develop this aspect of provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- Procedures for child protection are excellent. Procedures for ensuring pupils' welfare are satisfactory.
 - Monitoring of pupils' academic performance and personal development are good.
 - Educational and personal support and guidance for pupils are very good.
84. The school has recently increased its child protection officers to two, one in the main building and one in the annexe. They collaborate extremely well. Record keeping is meticulous and all staff, including newly qualified teachers and trainee teachers, receive training in child protection as part of their induction programme. Child protection officers are extremely pro-active in ensuring that they receive all the necessary documents from the Social Services Department, especially information they require to keep a firm check on pupils who have previously been referred to Social Services by the school.
85. At the request of the local education authority a full health and safety audit was carried out in March 2001; all outstanding items have been addressed. Risk assessment takes place in science, design and technology and ICT, but not in other departments; this is to be commenced in a rolling programme. A few concerns about health and safety, identified by the inspection team, were brought to the senior management team's attention and rectified during the inspection. The school has enough first aiders, all of whom have received adequate training. Accidents are correctly recorded and good records of administration of medicines are kept. In the main school the designated first aid room is used as an office and there is no first aid room in the annexe. Pupils are treated in central reception areas. This arrangement is unsatisfactory
86. The registration period at the beginning of the morning is well used in some classes, in others the time is not used productively. The school is investigating a better registration system than it has at present. It plans to install an efficient electronic attendance system. Since the last inspection, communication and liaison with parents has much improved. At present detailed information, for example patterns of attendance and variations between year and tutor groups, are unavailable. Two full-time attendance officers contact parents on the first day of absence and liaison between tutors, heads of year and the education welfare service is good. The school participates in the Deptford Truancy Initiative, which identifies poor attenders, offers them counselling, mentoring and constant support. As a result, attendance is improving.
87. The pastoral system is very effective and is dedicated to support pupils' welfare and raise standards and achievements. The school offers help and assistance to its pupils in numerous ways.
- Very good transfer arrangements for primary pupils, see paragraph 109. Years 7 and 8 pupils are housed in a separate building known as the annexe. Many parents see this as an advantage as pupils find the transition from primary school less daunting.
 - All teachers, including heads of year, tutors and heads of departments, know and support pupils very well. The high quality care and concern they give to pupils has a very positive impact on the progress they make.
 - The PSHE and citizenship programmes contain useful and important components that give pupils opportunities to view life in the adult community through visits to establishments such as the local health centre or the police station. A very good range of external speakers comes into school to talk to pupils regarding their experiences of life.
 - The school puts a high profile on counselling and mentoring (see below).
 - If pupils misbehave they are immediately referred to a withdrawal room for a short period of time to reflect on their behaviour. The behaviour support unit provides long-term help and support for pupils in imminent danger of permanent exclusion. The work of this unit also includes providing placements at specialist establishments for pupils with specific needs, together with a high level of support given to pupils with emotional problems or learning difficulties.
 - The school immediately deals with any instances of bullying, racism or sexism and does not tolerate such unacceptable behaviour.

88. The school arranges placements for pupils with emotional difficulties with the Five Bridges Project, Springboard Project and Community Music Project. These placements help pupils to develop their confidence and stay in full-time education. All these programmes have reduced the levels of poor behaviour and exclusion and are extremely well received by pupils.
89. The mentoring programme, known as Roots (of personal worth) and Wings (of personal growth) is exceptional. For many years UBS Warburg, IPC media and other large organisations have provided employees and money to keep it going. Several teachers and community workers also spend time mentoring pupils. A few talk specifically with particular ethnic minority groups. Less than ten per cent of pupils have not found their mentoring sessions helpful. Analysis of GCSE grades shows that 60 per cent of those who receive mentoring continue into further education, compared to 40 per cent of similar ability pupils who do not. As one mother observed "My son is learning to step out into the world without mum behind him".
90. The school has completely overhauled its assessment policies since the last inspection. The monitoring and recording of pupils' academic progress and personal development is good. All subjects are expected to plan for assessment opportunities within their schemes of work. In most subjects work is marked regularly, assessment is rigorous and pupils are set clear targets for improvement.
91. All subjects use an agreed grading system for effort in classwork and homework, participation and behaviour in lessons, attainment and progress. Twice a year all pupils receive a report that contains the grades for these areas and a National Curriculum level for each subject. All pupils and the great majority of parents attend an academic review twice a year where the reports are discussed. Before the academic reviews, in PSHE lessons, all pupils are helped to collect together the points for action from subjects and across the curriculum. In most subjects the system works well, pupils are involved in the process and understand what they need to do to improve.
92. The school's use of data to track pupils' academic progress and personal development is good. The school has clear data on pupils' prior attainment before entry to the school and in Year 7 it tests pupils' cognitive abilities. It uses this data increasingly effectively, to set targets, raise attainment and to track different groups of pupils' attainment and progress, for example girls and boys, special educational needs, gifted and talented and pupils from different ethnic groups. Class tutors and heads of year have clear records not only of academic achievement, but also of rewards and patterns of misbehaviour. This is also being used increasingly to detect under-achievement, or where pupils are having particular difficulties, so that intervention and support can be arranged.
93. Pupils with special educational needs have very clear, detailed and specific individual education plans that have been compiled in consultation with class teachers. They are shared with pupils and their parents and give a very clear indication of support teaching, learning needs and resources. Progress is evaluated very regularly. Pupils at the initial stages of learning English as an additional language have similar individual plans.
94. The school would like to increase the amount of pupil involvement through self-assessment and peer assessment. There are already very good examples of pupils being effectively involved in self-evaluation, for example in English and drama. There is still a need in a few subjects to use assessment to inform planning and to modify the curriculum where necessary, for example in religious education. In some subjects the levels used internally by the department do not correspond closely enough to National Curriculum levels, particularly in design and technology and physical education. There is also some confusion between National Curriculum levels and the numerical levels employed by the school.

Sixth form

- The steps taken to ensure students' health and safety are satisfactory.

- Monitoring of students' academic performance is satisfactory. Monitoring of personal development is good.
- Educational and personal support and guidance for students are satisfactory.
- The effectiveness of careers education and guidance for future courses is unsatisfactory.

Assessment

95. In the sixth form assessment and marking is very good in individual subjects. It is rigorous, linked closely to external examination criteria and students are given clear, detailed advice on how to improve. The great majority of students believe that they are given helpful and constructive advice on what they should do in the sixth form and that their work is thoroughly assessed. A majority also think that they are kept well informed about their progress in relation to the qualifications they hope to get, although a significant number disagree or are unsure. It is more difficult to ensure consistency across the consortium. The school is now trying to establish in the sixth form more of the procedures that it has used to raise attainment in Years 10 and 11, such as mentoring, revision classes and detailed examination analysis. There is a need to make more use of prior attainment information to place students on appropriate courses, to retain more lower attaining students and to provide more opportunities for students at foundation level. All these have improved recently, and the school is aware of what needs to be done.

Advice, support and guidance

96. Induction procedures for sixth form students, including those new to the school, are improving; they are well managed. The sixth form is successful in being truly inclusive; students who have the potential to gain from its courses are given the chance to do so, rather than being subject to rigid entry criteria. A few even stay on after two years, especially if they have re-taken GCSEs in Year 12 and then started advanced courses. This is commendable practice as many students succeed and gain maturity in this extra year. One student entered the sixth form having moved from another school in Year 11. She retook her GCSEs in Year 12 and is now totally clear that her aspirations have dramatically altered, she is determined to continue into higher education and is very happy.
97. Improved course guidance means that students are now better able to choose subjects that are relevant to their preferences and aspirations. In the past, several students started science courses that were too difficult. Tighter evaluation of predicted grades has addressed this. Advice about sixth form entry is in writing and through interview; however, consideration should be given to the provision of taster lessons in Year 11, so that potential students can see the reality of the subjects they are interested in. One student commented that she had started a psychology course without any idea of what was involved. She did not enjoy it, and dropped it. Retention rates are also better this year but the consortium must continue to monitor them more systematically. Last term rigorous procedures for checking on students, informally after two weeks, followed by a post-induction academic review after five weeks, highlighted where students had perhaps chosen courses unwisely.
98. The new head of sixth form has made tutors more effective. He has already picked up good knowledge of individual students and their needs. Hence private study time has been reduced, as he believes this is most appropriate for them. All students are assigned a personal tutor with whom they are encouraged to build a relationship and seek advice and guidance. Overall, the school provides a high degree of care and concern for all students. Many of the organisations that support pupils in the main school (described above) willingly offer advice and guidance to sixth form students. Pastoral support is most effective. Students are very appreciative of this.
99. The management of the consortium affects tutors' monitoring of academic progress, especially for those students studying offsite. Each tutor now carries progress cards for each student, attendance data and any other relevant information. Before, all this data was held centrally by the head of sixth form and therefore not really used. Schools in the consortium do not always complete these sheets on time. Thus tutors cannot always form a clear picture of how students are progressing in all their subjects, to highlight any problems. There have been similar problems with the accuracy of examination data.
100. In the sixth form careers guidance is unsatisfactory. Some of it happens on a rather ad hoc basis. It is mainly given through group tutorials and some one-to-one interviews. In the spring term the careers service will be available for six weeks and students can make appointments through the

careers co-ordinator. All students receive an exit interview. These developments are comparatively recent. In questionnaires the highest negative response was to this aspect. Over 20 per cent of students did not think they were well advised on what they should do after school. The new head of sixth form is aware that students need positive encouragement and support for higher education applications. He has already guided several students well, and offers of places, with realistic and achievable grades, have been received.

101. Work experience is only offered to students who are following vocational courses, or where there is an expectation of some relevant experience for a student's chosen higher or further education course, for example physiotherapy. Students have very little private study time or space to study in either, but the former is a deliberate policy. Students need greater and more formal opportunities to help shape the sixth form, although their participation in the school council is encouraged. They have limited opportunities to exercise responsibility, partly because their lunchtime is often spent travelling. Opportunities to gain qualifications which will be useful in the future are provided. The Genesis Project, run by the Children's Society, for example, provides an introduction and then an extended course about supporting younger pupils. Other courses are described in paragraph 33.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- Parents' views of the school are very good.
 - Students have positive views about life in the sixth form.
102. Less than one-third of parents returned the questionnaire and only 21 attended the parents' evening. The overwhelming majority were extremely supportive. Over 90 per cent feel that the school is well led and managed and that teaching is good. The inspection confirmed these and their other positive views. A few commented, and evidence confirms, that homework is not set regularly according to the homework timetable in several subjects. Thus it does fluctuate during the week. Information about pupils' progress is sent to parents regularly and the headteacher has an open door policy. Parents can see him at any time, without appointment, if they have any concerns about their children's care or progress. Since the last inspection, communication and liaison with parents has much improved.
103. The school prospectus is very well prepared, giving clear and concise information to parents, particularly about school policies and how pupils are expected to behave. It is attractively presented and parent-friendly. The home-school agreement, which highlights well the responsibility both school and parents have to support pupils' education, is about to be signed by Year 7 parents and pupils. Newsletters are sent regularly each half term, giving parents helpful, up-to-date information about activities which the school is promoting and items of interest. The school sends "well-done" postcards to parents, praising pupils' pastoral and academic efforts, and contacts parents by letter or telephone if the school is concerned about any aspect of pupils' progress or welfare.
104. Teachers write reports for all years twice a year. They give grades for each subject and general comments regarding pupils' academic and pastoral progress but do not give detailed information regarding pupils' progress or targets in individual subjects. Parents have two opportunities during the year to meet and discuss progress with staff. Attendance at both open evenings and academic review evenings is good.
105. Parents of children with special education needs are well supported. Annual reviews of pupils with statements' progress are well attended by parents and they make a positive contribution to individual education plans and target setting. All learning support and behaviour support teachers are easily accessible to parents and carers and are in frequent and regular contact with them either by telephone or through visits to the school when necessary. Parents are informed when Year 7 pupils are identified for needing extra literacy support. They attend meetings where they receive advice about how they can help their children with reading, writing and spelling. This is good practice.

106. Parents of pupils receiving behaviour support are informed of behaviour targets. All parents are expected to attend consultations in school before pupils are placed in the behaviour support unit. Examples exist of very positive parental comments on the effectiveness of this unit. When necessary the school provides very good support for parents, setting up links and liaison with other agencies such as community groups, medical services and social services. Pupils needing support because of problems at home are supported very well during foster care, which has helped both the parents and the child. The unit has thought out its procedures for pupils to return to mainstream classes carefully.
107. Pupils at the initial stages of learning English as an additional language have individual action plans, which are shared with class teachers. Data on the attainment and progress of ethnic minority groups is recorded and analysed. Where it is considered necessary, additional support and mentoring is provided. For example, Vietnamese boys have been identified as an underachieving group. The school has just appointed a Vietnamese support assistant, an excellent example of monitoring leading to constructive action.
108. The school does not have a parent teacher association and only a very small number of parents come into school to help. When they do so, they are welcomed and their help is much appreciated by the school. A small number of parents is employed by the school as learning support assistants or helpers. On two evenings a week a few parents come into school for computer training.
109. The school has very effective arrangements to welcome Year 7 pupils. The school arranges taster mornings and evenings for primary pupils and their parents, prior to their selecting their secondary school. An induction evening for new parents and pupils is offered shortly before the start of school. They receive good quality information about the school policy, ethos and working practices. Year 7 staff visit the main feeder primary schools in the term prior to pupils' admission and give both pupils and parents full information about the many opportunities the school provides. One primary school headteacher wrote that "the school values the reports we write and treats our opinions with respect". An On Track club was set up several years ago to help unhappy or underachieving Year 8 pupils. By participating in enjoyable activities and trips and receiving rewards several pupils find themselves back on track. The school hopes to extend this worthwhile project into Year 7.
110. The Lewisham Young Women's Resource Project has worked with several pupils. One group ran a workshop for adults at a recent citizenship conference "confidently and in a professional manner". The Deptford Sexual Awareness project, funded by the Health Action Zone, supports the school's PSHE programme. The headteacher and deputy heads are involved with several local committees, discussing issues such as housing in the local area. Thus the school has contact with numerous organisations and people, many of whom visit to speak to pupils and share concerns. This all supports the citizenship programme very well, as do the school's many links with its diverse communities. When there is a need for translation or an interpreter the school finds someone within the community to meet with parents, especially new arrivals.
111. The school has made extensive efforts to offer parents support and guidance through a number of very effective initiatives, based on school premises. The school's community department hosts the Deptford Advocacy Project, which ably supports families who are having difficulties. The Orexis Project has a support worker in school twice a week and offers good support and counselling to families of drug users. The school also has good liaison with the Lewisham Young Carers Project and provides excellent support for pupils who are helping to care for ill, frail and disabled relatives at home. Parents much appreciate the extremely effective support the school gives. It has a very positive impact on their children's education and the progress they are able to make.
112. Apart from their views on future careers advice, sixth formers who completed the questionnaire before the inspection conveyed strong and positive support for the school. These views were

reinforced in discussions held during the inspection. They feel confident that they are given helpful and constructive advice on what they should study and also helped to settle well into the sixth form and sixth form work. They have no concerns about the choice of courses. They could select programmes which suited their talents and career aspirations. They believe that their work is thoroughly assessed so they know how to improve. Equally encouraging is that 90 per cent of them feel that they are taught well and challenged to do their best. They comment that the range of activities and enrichment courses is not that great, but during the inspection several implied that they enjoyed the latter.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- The leadership and management of the headteacher and key staff are very good.
 - The governing body fulfils its responsibilities effectively.
 - The school's monitoring and evaluation of its performance and taking effective action are good.
 - The strategic use of resources, including specific grants and other funding, are good.
 - The principles of best value are applied very well.
113. The headteacher continues to steer the school forward cheerfully, with realistic, clear and focused determination. An extract from a former pupil possibly says it all: "I hope I have made you proud. You are possibly the best, most important headteacher that anybody could ask for". The headteacher's optimism for future improvements is well grounded in past experience, particularly his success in lifting the percentage of pupils gaining five GCSE grades A*-C to over 40 per cent. The headteacher spends many hours at weekends and evenings keeping on top of the large quantity of documentation he receives, but acknowledges that the new director has streamlined the amount of LEA paperwork sent out.
114. The headteacher is ably supported by an enthusiastic, efficient and hard working senior management team and many effective and dedicated middle managers. Management structures have improved since the last inspection. Two deputy heads have effective overview of pastoral care and the annexe and five assistant headteachers have responsibility for significant key areas such as assessment or basic skills. This structure works very well. Many successful developments, for example the citizenship initiative or the successful introduction of the National Literacy and Numeracy Strategies, can be tracked back to the assistant headteachers' determination to make things happen.
115. The majority of the heads of department lead their teams well. The heads of English, mathematics, art, drama, modern foreign languages textiles and history are extremely competent and the school is fully aware of areas for development, particularly science and design and technology. All heads of year are conscientious and contribute much to the quality of care pupils receive. Form tutors deliver the PSHE programme reasonably well. This is very well managed by an enthusiastic co-ordinator. Following the recommendations of a survey undertaken by Kingston University, the school has decided to have a specialist team for PSHE in the future, in order to raise standards even further. Training begins in March 2002.
116. Leadership and management of the learning support department are very good. Learning support has a high profile and plays a very important part in the school's inclusion policy. A large team of well trained and qualified learning support teachers and learning support assistants address a wide range of needs and specialisms: speech and language, literacy, dyslexia, English as an additional language; art therapy; drama therapy and support for pupils with emotional and behavioural difficulties or Asperger's syndrome. One assistant is being trained to spend some time supporting the mathematics department's numeracy work in Year 7. This is good practice. The new behaviour support unit is well organised and is successfully keeping pupils, who are disaffected and likely to be excluded, on track. Communication, within the learning support team, and with departments in the school, is generally very good. All subjects have a named special educational needs liaison teacher. Support teachers and assistants are generally effectively deployed, although with almost one third of pupils on the register, priorities have to be established

and not all departments feel they have enough support. Evidence indicates that this is sometimes where lesson planning for different abilities and needs has not been as effective as it might be.

117. Leadership for ethnic minority pupils and those who speak English as an additional language is very good. The support group includes ethnic minority teachers in the school, members of the community team and one who mentors black boys to raise their self-esteem. The team most effectively monitors and responds to analysis of data, such as achievement, merit awards and exclusions, particularly noting the progress of pupils with limited fluency in English and new arrivals. It advises on the composition of groups and sets, including reference to gifted and talented pupils. Numerous other people contribute to the successful pastoral care pupils, and some parents, receive. Funded through a variety of initiatives, particularly the most effective community base, a few individuals combine teaching, for example in citizenship, with work in the community.
118. The overall provision for staffing is satisfactory. It is very good in drama. In religious education the school has been unable to appoint a head of department; a few pupils in Years 7 to 9 underachieve because of this, although the head of humanities copes competently with the situation. In other departments the match of staff to the curriculum is either satisfactory or good, with the contribution made by non-specialist teachers having no significant adverse effect on pupils' education. The mathematics department includes two newly qualified teachers and three new to the profession last year, but the high quality teaching, drive and management skills of the head of department is helping to overcome this. The number of technicians is satisfactory in science, good in ICT and unsatisfactory in art and design and textiles. A senior technician delivers very good teaching in photography.
119. Staff development has evolved since 1998. With the effective introduction of performance management, and a determination to obtain Investors in People status, many senior teachers now receive training (after school and at weekend conferences) in managing and developing staff. The overall impact of these initiatives on performance is good in most departments but the head of mathematics has too little time to put them into practice. They have had little impact in science where management has not evolved satisfactorily. The ethnic minority group provide staff with valuable training and information about research opportunities and national initiatives, for example studies into the potential conflict between street and school cultures.
120. The induction of staff new to the school is extremely effective. The senior management team organise a comprehensive programme. Teachers have regular meetings with their head of department, sessions on cross-curricular themes, and newly qualified teachers also attend further sessions at school. In June 2001 the school was granted training school status; it now has four graduate trainees. Its links with higher education establishments are most valuable. As a local teacher training institution states "The positive learning climate of the school is tangible on entering the premises". The school also receives funding to expand community links. The school recognises the value of these programmes and also welcomes the contribution students make to the life of the school, especially if they later join the school as full-time teachers. This is most successful practice.
121. The governing body, headteacher and senior management team worked hard to address the eight issues in the past report. Improvement has been good. Standards have gone up, but more in mathematics than in English. The senior management team is effective and well structured. Target setting, the production and analysis of data, monitoring of teaching and pupils' progress, have all been organised better and contributed to the significant rise in the percentage of pupils attaining five grades A*-C. Although the number of computers has increased there are still several subjects that do not use them enough. The curriculum is examined carefully each year and vocational qualifications have been introduced successfully. The provision for pupils' spiritual development is more coherent. Statutory requirements for religious education are met in the main school, but not the sixth form; neither is there a daily act of collective worship.
122. The school development plan is clear and admirably concise. It sensibly distinguishes between aspects of maintenance and the school's major foci for the year. The three major headings at

present, assessment and target setting, differentiation and gifted and talented, and citizenship, drive the department development plans and form the basis for line management meetings. An example of how well this simple plan works is that all departments have successfully introduced citizenship into their schemes of work, and all teachers know what the plan says. The latter is unusual, and most encouraging.

123. An enormous amount of monitoring and self-review goes on. Data about standards and results, which is now analysed rigorously, includes evaluation by gender, ethnicity and language fluency, all linked to pupils' prior attainment and predicted grades. This year's review included performance by individual groups – this certainly makes teachers confront their accountability for performance. Departments also evaluate their performance meticulously. The senior management team and heads of department do observe lessons and certainly know where improvements are needed. Further monitoring and follow-up support is not yet finely tuned. The science department, for example, has not moved forward fast enough since the last inspection.
124. A curriculum group meets during the spring each year to carefully weigh up the balance between subjects. Other working groups, and the personnel involved, evolve in response to change. The group which discussed language and learning, which accompanied a period focusing on literacy, has stopped. One addressing differentiation is up and running. This flexibility in management and discussion groups is good. The headteacher states “We would hope that what parents, staff and pupils want from school is reflected in how we operate”. This is the case. Pupils' concerns, for example, about being taught in mixed ability mathematics groups in Year 10, will clearly be included in the remit for the differentiation working group.
125. All policies associated with equal opportunities are in place, such as anti racist, bullying and ethnic minorities. What is impressive is how they are put into practice. Few schools have such a harmonious yet diverse mix of pupils and, whilst all staff work very hard to maintain this positive atmosphere, it is now so well established that it appears quite natural. The school council genuinely reflects pupils' opinions, the senior management team does respond to its comments, and the thrust for citizenship awareness is a perfect extra layer to support the school's aims to generate respect for all. The last report observed that “Staff morale is high; a shared sense of purpose is evident across the school”. To this true statement could be added that pupils' morale is also high, they appreciate being at the school and would not wish to go anywhere else.
126. Governors are well informed about the school's performance in Years 7 to 11. They are knowledgeable and supportive about the progress of initiatives, such as citizenship, mentoring and involvement in the community. They keep themselves up to date with developments in education and also take on board and respond thoughtfully to the school council's views. Representatives attend some governors' meetings; this is certainly citizenship in action. The chair of governors devotes many hours to serve the school's interest. Members of the governing body, some of whom have many years of involvement with the school, bring a good range of experiences, such as local government, social services and business, to their deliberations.
127. Overall, accommodation is satisfactory. Since the last inspection, the school has spent substantial amounts improving both sites - double-glazing, smarter cloakrooms and ICT equipment. Issues remain, although parts of the accommodation are good. Physical education has three all-weather outdoor areas which significantly contribute to the games programme. Drama teaching benefits enormously from having three well-equipped studios on the main site and a fourth at the annexe. The art rooms are spacious enough for a good range of practical work. Music accommodation in the main school is good; it is unsatisfactory in the annexe, where many rooms are small and there is no secure place to store equipment. Science laboratories are small; at times pupils have to work in the corridor. Since the previous inspection there have been improvements in design and technology but poor lighting and a leaking roof remain. The very good suite of rooms for learning support include rooms offering privacy for confidential interviews and pupil counselling. They contain attractive displays which support literacy and give very positive messages to boost pupils' self-esteem. The community room is also attractive and welcoming.

128. The overall quality and quantity of resources are unsatisfactory. Whilst resources in drama, mathematics, ICT and modern foreign languages are good, there are too few English texts for Years 10 and 11, and unsatisfactory resources in science, design and technology, religious education and music, where the lack of keyboards and computers is having an adverse effect on pupils' education. A number of pupils with specific learning difficulties are provided with their own personal computers and the Touch, Type, Read and Spell software. The learning support department has a wide range of appropriate fiction and non-fiction books and a very good variety of pictures, spelling games, models and diagnostic materials.
129. There are two libraries, one on each site, and both are inadequate. The senior management team is alert to this problem. The library opening hours are limited when it has to be used for examinations. Whilst the annexe library has a computerised lending system, the building one does not. The Year 7 library induction programme is taking place, but other access during lessons is restricted. The number of computers in both libraries is small. The library facilities were satisfactory in the past, but they have not increased in size and facilities to match the growth in numbers and needs of the pupils. Recently, the school has wisely spent considerable funds on ICT equipment around the school. It now intends to address the issue of computers in the library and the other areas of unsatisfactory resourcing described in paragraph 128.
130. Financial planning is good and is well linked to the school's educational priorities. The school has clearly defined systems for tendering and ordering. There is an impressive clarity in the management of the school's finances, which, amongst other benefits, ensures that the principles of best value are rigorously considered in financial matters. The last auditors' report highlighted a minority of areas for improvement and the school has responded positively. The school receives a basic budget that is above the national average. The business manager and senior management team keep a tight rein on spending. The headteacher, and other key management and administration staff, work closely with the relevant governors' committee, so that financial decisions are coherent and made for the benefit of the pupils' education. Good decisions have been made to make effective use of funds, to relieve teachers from some of the administrative work.
131. Variations from year to year in expenditure under different headings are very properly related to educational priorities, such as investment in new computer facilities or maintenance of accommodation, for example, double-glazing for the annexe. The considerable sums of money, from public and private funds, are spent sensibly and carefully to support the wide range of initiatives They have contributed to the improved standards Overall, use of special funding and grants is good, for example, some of the Excellence in Cities grant pays for non teaching staff to relieve teachers from support and administrative roles. It also underpins the new behaviour support unit. Technology is effectively used to support financial management and the day-to-day administration; however, registration is not yet electronic.
132. The principles of best value are successfully applied by governors and teachers and effectively applied in all areas of the school's work. In addition to financial matters, best value considerations include monitoring the school's performance. Through careful budget planning and monitoring the school has generated a small surplus; even more support for pupils with special educational needs in core subjects would contribute further to the school's efficiency. Virtually all the specific special educational needs budget accompanies pupils with statements. It, and funds for pupils with English as an additional language, is used appropriately. The school quickly identifies pupils with special educational needs and those who require statements.
133. Overall, teachers deliver fewer lessons than nationally and class sizes are smaller than average. This is most reasonable considering the split site and the many hours teachers give up after school for clubs and revision classes. The school has invested a significant amount of money in the buildings and the environment of the school is satisfactory. A grant has been secured to improve this still further; the pupils are currently planning work on this landscape project, which links in well with the citizenship initiative.

134. Resources need additional funding, as described in paragraphs 128 and 129 Overall, the behaviour of pupils is good. Pupils come from an area with considerable social and economic disadvantage. Although standards on entry are improving they are overall below average. Since the last inspection, the percentages of good teaching and pupils attaining average standards at the end of Year 9 and in GCSEs have gone up. The sixth form has grown. Leadership and management are very good. The successful cultural and racial mix of the school community is a particularly strong feature. Taking all these factors into consideration, the school gives good value for money.

Sixth form

Leadership and management

- The leadership and management of the headteacher and key staff are satisfactory.
 - The governing body fulfils its responsibilities satisfactorily.
 - The school's monitoring and evaluation of its performance and taking effective action are satisfactory.
 - The strategic use of resources, including specific grants and other funding, are satisfactory.
 - The principles of best value are applied well. The sixth form is cost effective.
135. The director of the consortium and the recently-appointed head of the sixth form have a clear vision for the sixth form's future development. As well as a determination to raise standards, this acknowledges the need to establish greater consistency in several areas of management. There are very good systems in place for students' pastoral care. Better systems are now in place to help tutors to be effective. All tutors should have easy access to information about students in their group. But this still depends on all schools in the consortium submitting data on time. Consortium managers have to address this problem and consider ways to make things happen regularly and automatically.
136. Day-to-day organisation of sixth form life is good but, despite weekly meetings of the three consortium heads of sixth, systems and procedures do not work in parallel. Exchange and sharing of information has improved but there are still problems with data collection. This has a significant impact on effective monitoring of key areas. Systems are in place but individual schools continue to operate in their own way. Key deadlines for data to be handed in, for example on attendance and punctuality, retention rates, submission of self-evaluation reviews, attainment and progress, are often missed. A consortium framework exists to evaluate the quality of teaching but it is not used consistently to note particular strengths and weaknesses. The inspection team has no concerns about the latter, but arrangements to share good practice and discuss courses, particularly where teaching is shared between sites, depend too much on teachers' good will and enthusiasm. They are not formally structured.
137. Strategic planning is satisfactory overall. The chair of governors and the headteacher admit that the far advanced local authority plans, to move the consortium into a new, £10 million building on the site of a closed secondary school in the borough, have taken up an enormous amount of time during the last eighteen months. Focusing on the future has meant that the governors have not rigorously evaluated AS and A level results. They were not presented in the annual report to parents. The governors are most supportive of the sixth form and keen to see it grow and succeed, but they are not fully aware of the complexities of how the present consortium works, and its management problems.
138. Financial planning, management and monitoring in the sixth form are good; it is well linked to educational priorities and the consortium's development plan. Financial administration and monitoring is sound and day-to-day accounting procedures are efficient. Strategic use of resources is good and specific grants are used appropriately. Spending is well controlled and the principles of best value are successfully applied. The income generated by Deptford Green students broadly balances the cost needed to support them. Sixth form funding is complex, especially as courses have to be paid for at Lewisham College, which is no longer within the consortium.

139. The governing body's financial committee is well aware of the delicate balance that has to be weighed up, between providing the courses that students want and running them as viable sized groups. The chair of governors has spent many hours deliberating the enormous financial implications of the projected consortium move to one site. He appreciates it will have an impact on staff pay and conditions, the work of the present governing body and the structure of the main school as well. The latter would increase to make up for the lost sixth form numbers, and this in turn will mean the way the split site is used could be altered. The sixth form is cost effective. Whilst some aspects of the academic side of it are not ideal, it provides practically all students with two years, and in some cases three, of valuable and worthwhile education and support.

Resources

140. Teachers delivering sixth form courses at Deptford Green are well qualified and experienced. It is sensible that the school delivers courses where it has particular teaching and resource strengths, for example performing arts, graphics and textiles. Evidence from documentation and lessons visited in the other two schools within the consortium and Lewisham College confirms that AS and A level courses are taught by appropriately qualified professionals. The photography GCSE (extending to AS) course run at Deptford Green may be taught by an unqualified teacher, but he clearly has the right talent and excellent technical knowledge to deliver this interesting course.
141. The school caters for about a third of the teaching sixth form students experience. Classes are smaller so the fact that several rooms are small does not matter. However, the small sixth form common room does not contribute in any way to informal discussions or social interaction. Neither are there enough small areas for students to use for private study. The unsatisfactory library arrangements have been described in paragraph 129; these obviously have an impact on students' studies. A range of accommodation is used for sixth form provision other than at Deptford Green. It was not possible to visit all the rooms used in the other consortium schools and Lewisham College. However, in discussion, students did not have any concerns about them.
142. Minor issues about the facilities and resources students use were noted. Practical work in physics is difficult because the groups are large and there is not enough equipment. The space around the graphics computers is squashed. Sociology has only basic textbooks and health and social care does not have enough computers. In some subjects, such as performing arts, the resources are exceptionally fine and undoubtedly contribute to the high standards attained. Overall, the accommodation and resources used for sixth form courses are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

143. As already noted by the school in its development plan, in order to maintain improvement, governors and senior management should
- (1) Raise standards, particularly in science, resistant materials and graphics in Years 7 to 11 and GCSE English language and sports studies (paragraphs 6, 114, 145, 172, 174 to 182 and 189 to 197) by
 - continuing to focus on areas where results could be better, such as pupils on the C/D borderline and specific groups who underachieve
 - making sure that pupils' notes are clear and helpful so they can revise from them
 - improving management and team work in science and design and technology
 - (2) Eliminate the small percentage of lessons where teaching, or elements of teaching, are unsatisfactory (paragraphs 34 to 51) by
 - making sure that all teachers adapt work, not just at the three curriculum levels, for individual pupils
 - making sure that teachers appreciate that uninspiring lessons lead to unsatisfactory behaviour; sharing good practice between and within departments

- persevering with training for teachers about learning styles and methods of addressing them
 - remembering that one hour lessons are quite long for many pupils so they need to include several different types of activities
 - extending the good practice seen in several subjects, where lessons are relevant to pupils' lives and experiences
- (3) Improve punctuality and attendance, particularly in Years 9 to 11 (paragraph 29) by
- introducing an efficient electronic registration system which will provide statistics by years, tutor groups, days of the week etc
 - analysing such statistical information and sharing good practice where it emerges
 - impressing on parents and pupils the strong correlation between attendance and results
- (4) Implement statutory requirements for ICT by using computers more in subjects, especially science, design and technology, music and religious education (paragraphs 37 and 229) by
- auditing and helping those departments which find it difficult to access computers by reviewing use of the ICT rooms
 - providing time for ICT managers to monitor and develop its use further
 - increasing confidence for those teachers who do not feel they have enough skills to use ICT
 - extending discrete ICT lessons into Year 9, so all pupils can use them efficiently in other subjects

In addition to the main areas for improvement, governors and senior management could consider the following points for their action plan

- improving resources in English, science, design and technology, music, religious education and the libraries (paragraphs 128 and 129)
- the use of registration time (paragraph 86)
- more regular musical extra-curricular activities (paragraph 246)

Sixth form

- (1) Organise careers guidance more systematically so that all students are fully aware of the range of options available to them after they leave school (paragraphs 100 and 112)
- (2) Continue to improve retention rates, particularly in those subjects with low rates in the past, by (paragraphs 19, 135, 136, 269, 279, 293, 299 and 315)
- providing Year 11 pupils with more information, or even taster lessons, about individual courses, particularly on those subjects that students have not studied before
 - monitoring and analysing reasons why students drop courses and relating this to performance and examination results
 - developing tighter management systems to collate data about students' attendance and academic progress

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	Years 7 to 11	167
	Sixth form	47
Number of discussions with staff, governors, other adults, pupils and students		110

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Years 7 to 11							
Number	13	36	58	48	11	1	0
Percentage	8.0	21.0	35	29	6.5	0.5	0
Sixth form							
Number	8	19	15	5	0	0	0
Percentage	17	40	32	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. The total number observed in the sixth form is substantially less than 100. Care should be taken when interpreting the percentages for the sixth form as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Y7 to Y11	Sixth form
Number of pupils on the school's roll	1063	153
Number of full-time pupils known to be eligible for free school meals	647	0

Special educational needs	Y7 to Y11	Sixth form
Number of pupils with statements of special educational needs	60	2
Number of pupils on the school's special educational needs register	360	2

English as an additional language	No of pupils
Number of pupils with English as an additional language	415

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	8.1
National comparative data	8.1

Unauthorised absence

	%
School data	1.5
National comparative data	1.1

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2001	127	93	220

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	56	57	59
	Girls	57	50	44
	Total	113	107	103
Percentage of pupils at NC level 5 or above	School	52 (47)	49 (45)	47 (33)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	11 (11)	22 (18)	18 (8)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	53	52	47
	Girls	58	52	40
	Total	111	104	87
Percentage of pupils at NC level 5 or above	School	53 (43)	49 (46)	41 (28)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	14 (11)	18 (14)	15 (8)
	National	31 (31)	42 (39)	33 (29)

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

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

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	100	88	188

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	35	85	96
	Girls	41	77	84
	Total	76	162	180
Percentage of pupils achieving the standard specified	School	40 (34)	86 (89)	96 (97)
	National	48 (47)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per pupil	School	34.8
	National	39.0

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

Vocational qualifications		Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	25	81
	National		n/a

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

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	Year	Boys	Girls	Total
	2001	33	36	69

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	9.3	9.8	9.2	4.3	4.4	3.8
National	n/a (17.7)	n/a (18.6)	17.8 (17.9)	n/a (2.7)	n/a (2.8)	n/a (2.7)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	25	n/a (60)
	National		n/a (73.2)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	100
Black – African heritage	124
Black – other	290
Indian	12
Pakistani	7
Bangladeshi	14
Chinese	83
White	496
Any other minority ethnic group	90

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	19	0
Black – African heritage	33	0
Black – other	146	2
Indian	2	0
Pakistani	0	0
Bangladeshi	4	0
Chinese	4	0
White	216	1
Other minority ethnic groups	0	1

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 to Y13

Total number of qualified teachers (FTE)	80.8
Number of pupils per qualified teacher	13.8

Education support staff: Y7 to Y13

Total number of education support staff	28
Total aggregate hours worked per week	740.5

Deployment of teachers: Y7 to Y13

Percentage of time teachers spend in contact with classes	67
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Average teaching group size: Y7 to Y11

Key Stage 3	21
Key Stage 4	20

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	4,777,843
Total expenditure	4,702,343
Expenditure per pupil	4,236
Balance brought forward from previous year	125,280
Balance carried forward to next year	200,780

Recruitment of teachers

Number of teachers who left the school during the last two years	28.2
Number of teachers appointed to the school during the last two years	47.4

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	3

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1216
Number of questionnaires returned	343

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	3	2	1
My child is making good progress in school.	48	46	3	1	3
Behaviour in the school is good.	39	47	6	1	6
My child gets the right amount of work to do at home.	41	41	10	5	3
The teaching is good.	44	44	3	0	9
I am kept well informed about how my child is getting on.	55	32	7	2	4
I would feel comfortable about approaching the school with questions or a problem.	66	26	2	1	4
The school expects my child to work hard and achieve his or her best.	73	23	1	0	3
The school works closely with parents.	53	37	4	2	4
The school is well led and managed.	64	27	1	0	7
The school is helping my child become mature and responsible.	53	35	4	0	8
The school provides an interesting range of activities outside lessons.	52	31	6	2	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH

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

Strengths

- Teaching is good overall. It was excellent in one out of five lessons during the inspection.
- The head of department's leadership provides a clear sense of direction. Management of the department is effective and efficient.
- Formal monitoring of the quality of teaching and the standards pupils attain has given teachers helpful guidance on how to improve.

Areas for improvement

- Pupils' test results at the end of Year 9 and in GCSE English language.
- The unsatisfactory teaching seen in a very few lessons.

144. Since the last inspection, the performance of pupils at the end of Year 9 has improved, it is now average. This is because teaching is good and the schemes of work specify clearly what should be taught. In 2001, Year 9 test results were well below average but they were well above average compared with similar schools. Results dropped slightly in 2000 but picked up again in 2001. Pupils' performance in English was slightly higher than that in mathematics and science. Girls' performance is consistently better than boys', but the gap is less than seen nationally.
145. In 2001 pupils attained well below average standards in GCSE English. This is because 20 per cent of pupils lack the fluency in English to gain a grade C. Pupils' achievement was good in relation to their starting point, but results were lower than in several other subjects. Since the last inspection, the performance of girls has been significantly better than that of boys. Twice as many boys attained F grades, but poor attendance contributed to this. White, mixed race, and Vietnamese boys had relatively lower points scores than other ethnic groups. The department is alert to this issue.
146. GCSE English literature results have improved significantly since the last inspection and boys and girls do equally well. These achievements are explained by good teaching, and the success of after-school classes for pupils who needed examination technique practice. Pupils who attain a GCSE grade D in English language do better in English literature because they master the texts very well. Differences between ethnic groups are less than in English language. A few gifted pupils attained grades A* in both examinations.
147. Overall, pupils' achievement in all years is good. In addition to the overall high quality of teaching, the department has developed well-balanced schemes of work that provide stimulating lessons. These schemes indicate the content to be taught, the teaching and learning styles that could be adopted, contributions to literacy, citizenship opportunities, the resources to be used, and the range of work to be assessed. Teachers make their high expectations for pupils' work and behaviour very clear. The overall effectiveness of teachers' planning is good, particularly for individual lessons. Teachers consistently identify the learning objectives for lessons and make them explicit. In a Year 7 lesson producing the first draft of a poem, the teacher made sure that pupils understood how to scan a text for information. This resulted in pupils identifying, classifying and sharing facts quickly.
148. Since the previous inspection there have been some major improvements. Overall standards have risen. Pupils' ability to speak clearly and confidently has improved. Years 7 to 9 pupils' books show that they acquire literacy skills at a good, steady rate. Many pupils can spell monosyllabic words. Higher attainers use and spell polysyllabic words accurately. Many pupils use full stops, capital letters and question marks correctly. Higher attainers organise complex sentences into paragraphs. Teachers' written comments on pupils' work strongly emphasise the need for correct

- punctuation and spelling. Pupils with special educational needs make satisfactory progress in Years 7 to-9.
149. The overall standard of work seen in Years 10 and 11 is now close to average. Pupils speak and listen well. By the end of Year 11 the majority of boys and girls listen attentively. Pupils are keen to answer questions. This is because they are highly motivated and respond to their teachers' very helpful questions and comments. Where pupils are well prepared for discussions, they make sophisticated contributions and maintain high quality dialogue. In a well-planned lesson in Year 10, for example, a group of pupils arrived at the view that the poem *Presents From My Aunts* was full of conflict. Their spokesperson argued that the writer liked the Asian clothes that she was given by her aunts, but she could not wear them because of peer group pressure.
 150. Pupils' reading is good. A majority of pupils reads aloud with confidence, fluency and expression. Lower attainers are encouraged to improve the quality of their reading by reading aloud. A shared reading and discussion of Arthur Miller's *A View From The Bridge*, by a Year 11 class, showed that pupils can understand significant ideas and events, and make moral judgements based on their understanding of text. For example, a girl explained, "Eddie and Beatrice have marriage problems. Beatrice is frustrated. Eddie is repressed. It's all because he is overprotective towards Catherine. There's even a hint of incest, but nothing happens!"
 151. Pupils' written work is sound overall, although some pupils with English as an additional language struggle to reach average standards in essay writing for the language paper. Girls' writing is generally of a higher standard than boys'. ICT is used effectively for drafting. Pupils write for a suitable range of purposes. They produce an interesting range of extended writing. Good oral work prior to writing often helps pupils to write more extensively. In a Year 11 lesson preparing to write a comparative analysis of two poems, a group sequenced *Presents From My Aunts*, using their prior knowledge of poetic structures and language, and explained the writer's planned impact. Most pupils improve the fluency and accuracy of their writing by re-drafting. Their handwriting at this stage is generally good. Most pupils spell and punctuate accurately.
 152. Teaching and learning are good overall. In two out of five lessons during the inspection teaching was very good and excellent, in equal proportions. All teachers have a very good knowledge of both language and literature. They understand the importance of motivating, encouraging, and providing pupils with opportunities to succeed. Their very good constructive comments in lessons help pupils to improve. Throughout the school, their well-targeted work, combined with high expectations of learning and behaviour, result in the majority of pupils making good progress. Pupils with special educational needs and those with low prior attainment make good progress. Most pupils are very well motivated and behave very well. No significant differences were noted in the performance of ethnic groups, though those with English as an additional language do not write quite as fluently or accurately as others.
 153. Teaching was unsatisfactory in three lessons. These were characterised by weak planning, organisation and delivery. Teachers did not focus attention before giving instructions. A significant minority of pupils were not engaged in the lessons because they did not know what they should do. In a Year 9 lesson a well-mannered pupil told the teacher twice that he did not understand what was required of him. The teacher did not respond. In one Year 11 lesson a few girls had determined to be unco-operative. A combination of their poor behaviour, and the teacher's management of it, led to confrontation and a pupil being removed from the lesson.
 154. The English department has raised standards by using assessment to inform planning; combining subject matter with the development of language skills; and further developing pupils' confidence and skills to speak effectively in a wide range of situations. The local authority has rightly commented that the department's schemes of work and well-established approach to literacy are exemplary. Pupils are encouraged to use ICT to draft written work and they do this well. In GCSE pupils' coursework folders there are some very good examples of word-processed essays, stories and newspaper articles.
 155. Leadership and management of the English department are excellent. Sensitive to two teachers' personal circumstances, the head of department intervened helpfully during their lessons which

did not go well. The department makes a very significant contribution to pupils' education. All members of the department share a very strong commitment to the school's aims. Accommodation is unsatisfactory because the rooms are quite small. They all contain good quality and stimulating displays.

Literacy

156. The school has an effective strategy for teaching basic literacy skills. A set of whole-school policies has been developed to ensure that all pupils can speak and listen, read, and write with confidence, fluency and understanding. These policies address specific issues such as the achievement gap between boys and girls, and the needs of pupils for whom English is an additional language. Subject departments have created schemes of work that clearly indicate their contribution to the literacy strategy. A working party conducted an audit of writing across the curriculum. This identified subjects where specific skills can be improved. As a result, for example, the humanities department has improved opportunities for pupils to write for a wide range of purposes and audiences. They have produced posters, newspaper articles and reports.
157. There are examples of good practice in several other departments. For example, in physical education teachers promote the effective use of key words and emphasise their technical application. In a Year 11 step aerobics lesson pupils were made aware that the exercises 'toned' muscles. All design and technology teachers have been allocated as a key teacher for a unit of work. They have provided pupils with a word bank for each unit. Pupils are encouraged to discuss, analyse and evaluate their work before presenting their ideas to the whole class.
158. Pupils are encouraged to read from a range of texts, use reference books and read aloud. In religious education classes pupils often read relevant parts of books to the whole class, before discussion. In several subjects, teachers supply writing frames and subject specific vocabulary to help pupils to develop their writing skills. Overall, pupils' level of literacy competence is satisfactory at the end of Years 9 and 11. The school has focused on literacy skills for many years so that most teachers are alert to the contributions they can make, which are good. The National Literacy Strategy Progress Units are used well with those pupils whose literacy skills are below expected levels.

MATHEMATICS

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

Strengths

- Teachers have high expectations of pupils, focus on developing their ability to learn independently and challenge gifted pupils effectively.
- Pupils' progress is monitored rigorously and compared with national standards.
- The wide range of approaches and study of the subject in a broad context.
- The extremely well led team of enthusiastic teachers.

Areas for improvement

- Developing homework so it underpins pupils' learning even more.
- Marking on a day-to-day basis. Particularly in Years 7 to 10, pupils (and their teachers) are not always clear about what they can or cannot do.
- Too little sharing of very good and excellent teaching.
- Teaching techniques and the level of support given to lower attaining pupils and those with special educational needs.

159. Both when pupils join the school, and in the 2001 Year 9 test results, standards are well below average - more than one year behind other pupils nationally. However, compared with those at similar schools, pupils attain very well. Attainment in mathematics is between that in English and science. Year 9's current work is of a higher standard than the previous year but understanding has not yet been consolidated. In 2001 almost 40 pupils took GCSE in Year 9 and well over half attained A*-C grades. A mathematics summer school, and extra lessons using the National Numeracy Strategy Springboard materials, have supported lower attaining Year 7 pupils this year.

160. GCSE standards have risen considerably in the last two years and are now average, as was work seen during the inspection. In 2001 46 per cent of pupils gained grades A*-C in 2001, girls doing slightly better than boys. These results are better than those attained in English and science. These high standards represent very good progress for Years 10 and 11 pupils. In addition, nearly 10 per cent of Year 11 pupils attained an A*-C grade in GCSE statistics, having taken GCSE mathematics a year early in Year 10. These levels of attainment indicate the success of the school's policy to enter gifted pupils up to two years earlier than is normal. Performance between ethnic groups is fairly similar and there is almost no difference between boys' and girls' results. Pressure on boys to attend after-school classes last year helped to improve their grades.
161. Year 11 pupils' work includes in depth study of circle theorems, the application of Pythagoras' Theorem to 3-dimensional problems and rigorous study of statistical topics to the standard of the highest GCSE grades. Algebra and trigonometry are covered appropriately. GCSE pupils benefit from their work being marked thoroughly with helpful advice and from using ICT to undertake structured coursework tasks. Present Year 11 pupils' mock examination marks are disappointingly low compared with their other work which shows they make very good progress in lessons. They are reluctant to take advantage of the after-school sessions provided to develop examination expertise.
162. Teaching is satisfactory overall. Since the last inspection, it has developed; with the exception of one Year 7 lesson, all teaching and learning was satisfactory for the majority of pupils though the percentage of good and better teaching is low. Not all teachers structure homework carefully enough to help pupils learn and understand. As they do not mark work in detail on a frequent basis, they cannot modify their lessons to take into account what pupils have, or have not understood. Several pupils mentioned how often they mark their own work. However pupils' progress in Years 7 to 9 is monitored by detailed analysis of their performance in half-termly tests and it is satisfactory overall.
163. Much of the work seen in Year 7 pupils' books was poorly presented, often unfinished, inadequately marked and lacking structure. This is not so for Year 8 pupils, so it obviously takes the department more than one term to indoctrinate Year 7 pupils into good practice! The head of department does not teach any classes in Year 7, so the less experienced teachers perhaps need encouragement never to accept sub-standard presentation.
164. An imaginative feature of the department's work is the Year 8 lessons designed to reinforce citizenship. Numeracy and data handling skills are developed in the context of important human issues world wide, including child employment, women's rights and the cost to charities of providing nutrition, education and medical help. Pupils are encouraged to interpret information from a number of sources, including charity websites.
165. For older pupils, teaching has some very good features, but in several classes in Years 9 and 10, lower attainers and those with special educational needs could learn more, particularly studying algebra. If questions to be attempted are too difficult and teaching is mainly directed towards middle attainers in the class, these pupils switch off. This was particularly evident in Year 10 classes working on factorisation of quadratic expressions. Just over half the pupils discussed them competently, others neither understood what factorisation was, nor could find simple common factors. On occasions this led to an undercurrent of poor behaviour. The homework set was too difficult for the lower attainers and trivial for others. Several higher and lower attaining pupils express concerns about being taught in mixed ability groups in Year 10. Striving to obtain the best performance for all, the department has tried different setting arrangements over the years. Poor behaviour in Year 10 lower sets last year, only partly attributable to supply teaching, explains why present classes are mixed. With staffing stability, the decision may be reversed.
166. In contrast teaching can be so excellent that it works with mixed ability groups. A Year 9 lesson on shape and volume concluded with the teacher saying "You have worked very hard, I hope you enjoyed it". Indeed they had; without exception the pupils had learned rapidly at their individual levels. Pupils were faced with an interesting array of objects including funnels, cylinders and chocolate boxes (empty!) in the shape of hexagonal and octagonal prisms, strategically placed,

one before each of them. Pupils used their measuring skills and knowledge of geometry to calculate volumes. A boy who competently outlined his method for finding the volume of a grocery box was applauded and given the same attention as the girl who had worked with a magazine holder with a complex cross-section. This lesson started with a thorough review and marking of homework on the same topic and concluded with open-ended examples. Pupils suggested sets of dimensions, which would give a specified volume for a prism. This excellent teaching equips higher attaining pupils well to enjoy early success in GCSE examinations, at the same time as it extends all pupils' skills and confidence. These stimulating teaching techniques should be shared.

167. All pupils achieve very well in Year 11 because they are taught in sets and teaching is at an appropriate pace. Lower attainers have a better general understanding of what they are doing and, for example, successfully analyse data into groups, understand bearings and can solve equations by trial and improvement. Pupils working towards GCSE intermediate level responded well to the teacher's questions about cumulative frequency techniques and the associated terminology and interpretation of data. Most pupils work independently from a textbook and interpret examples with understanding. Teachers' high expectations and carefully planned development of topics for Year 11 are helping to raise standards.
168. The head of mathematics joined the school four years ago as a newly qualified teacher. Her talent and successful attack on GCSE performance has been recognised. It will take a while for the very new team, of relatively inexperienced but enthusiastic teachers, to have a similar impact. They are gaining experience in understanding how pupils learn best; they consider and analyse progress and predicated grades, and gender and ethnic performance, and plan ways to address any differences. Pupils' attainment is monitored carefully against National Curriculum levels and new targets are set each half term. Particularly in Year 7, teachers do not check regularly whether pupils have marked their work accurately. Sometimes it is not clear whether pupils have altered a wrong answer or got it right in the first place. Each teacher has specific responsibility for aspects of the curriculum, which they discuss and share, to ensure that they are all up to date. Classrooms are well equipped and have visually stimulating displays which teachers are beginning to use well to illuminate their teaching.

Numeracy

169. Pupils' numerical skills were described as weak during the last inspection - this is no longer the case. Better teaching, a summer school for low attainers, and the effective use of the National Numeracy Strategy's Springboard units, have all contributed to improved standards. Plans to further strengthen the use of numeracy in all subjects are at an advanced stage. All teachers will receive more guidance and training. Pupils interpret data well and most understand the concept of probability. They tackle problems reasonably well, in a variety of contexts. Their mental mathematics skills are less strong as they do not remember essential facts well over long periods of time. Pupils' understanding of number and data handling is given particular emphasis in mathematics lessons; it is good enough to support their learning in other subjects.
170. In science they measure accurately, determine density and use calculators to find the results of reactions. They use a range of techniques involving population pyramids, demographic trend lines and scatter graphs to interpret and describe geographical information. Heart rate and recovery rates after exercise are interpreted in physical education lessons. The use of measurement and judgements of scale, size and proportion are made in design and technology and art. Opportunities to draw on pupils' appreciation of number patterns are taken to help analyse poetry and sonnets; geometric properties, including symmetry, are used well in art. Year 9 pupils enjoy doing simple calculations associated with parts of the body to give them practice in using French to express larger numbers.

SCIENCE

Overall, the quality of provision in science is **satisfactory**

Strengths

- The high quality of teaching and clarity of instruction in several lessons.
- Excellent relationships between staff and pupils in many lessons.
- The interest and enthusiasm of many pupils.
- Equality of progress amongst different groups of pupils.

Areas for improvement

- The unsatisfactory management of the department.
- The limited opportunities for short investigative activities and too little development of literacy.
- The lack of a teaching and learning policy to eliminate unsatisfactory teaching and reduce inconsistency in teaching styles.
- Too little ICT in lessons.

171. In Year 9 National Curriculum tests in 2001 pupils' attainment was well below average but it was well above that of pupils in similar schools. It was better than in previous years. Pupils' attainment was slightly below that in English and mathematics. In GCSE in 2001 and 2000 just over 25 per cent of pupils attained A* to C grades, well below the national average of 50 per cent. The percentage of pupils gaining an A* to G grade was also low. These results were above those of similar schools. In all years, generally, boys and girls attain fairly similar standards and pupils from different ethnic minority groups do equally well. Pupils are taught in ability sets from Year 9.
172. Pupils' science GCSE results are not as good as those in English and mathematics or several other subjects. The 2001 improvement seen in other subjects did not happen in science. Hence although progress in Years 10 and 11 between 1999 and 2001 was reasonable, it did not match that achieved in English and was far below that achieved in mathematics. The issues raised in the last inspection have not been addressed, hence many pupils do not achieve as much as they could.
173. In several groups, a significant amount of the work in pupils' books is too brief or incomplete to be used for revision. Standards of literacy, particularly the ability to write scientific explanations, are low except amongst the higher attaining pupils. Lower attainers have difficulty following instructions, and this limits what they can get out of practical sessions. In lessons during the inspection and in pupils' books, no examples of pupils carrying out investigation practical work were seen. In Years 7 to 9 pupils do not learn how to carry out investigations often enough and in Years 10 and 11 these opportunities are confined to examination coursework. Pupils are not always shown how to record their findings from experiments and how to draw diagrams rather than pictures of apparatus. Thus the benefits of learning through investigation are often missed; pupils do not make enough progress in this aspect of science.
174. Present standards of work are, overall, below average in all years. Achievement is unsatisfactory in all years but slightly better in Years 7 to 9 than in Years 10 and 11. Where teaching is good, pupils in Years 7 to 9 have very good understanding of difficult ideas such as density; they measure sizes and volumes carefully and accurately and explain their ideas very clearly. Pupils have a good understanding of electricity and how electrical energy flows around a circuit and they have good practical skills, which allow them to make their own electric circuits. In other lessons where teaching is unsatisfactory, standards of work are low, pupils have little understanding of basic facts, for example how rocks are formed in volcanoes, and their practical skills are poor.
175. In Years 10 and 11, coursework investigations, planned and carried out during lessons, range from well above average to below average, depending not only on the different sets but also the quality of teaching. When pupils experience challenging, interesting and well-planned lessons, they reach very high standards. In such a top set lesson, finding out what affects how a metal beam bends, pupils were guided to use a good range of mathematical techniques, showing high

standards of numeracy, so they successfully related their ideas about forces to the measurements they made.

176. In a well-organised lower set lesson, studying what affects how a ball bounces, pupils, including many with special educational needs, developed good practical skills although their understanding of the scientific principles they study is limited. In other lessons pupils understanding of basic concepts, for example about inheritance, is well below average. In such lessons teaching is poorly planned and does not take into account the pupils' particular needs. When carrying out chemical tests they neither know why they are following certain procedures nor understand the reasons for doing them. As the relevance of topics is not linked to their everyday experiences they do not remember work well between lessons.
177. Overall, teaching is satisfactory but there is a lot of variation that is not confined to particular year groups. During the inspection it was unsatisfactory in 20 per cent (mainly in Year 9) and good or better in 40 per cent of lessons. It was excellent in one Year 11 lesson about forces. Higher attainers were provided with relevant and demanding tasks. In the majority of lessons discipline, based on mutual respect, is good and relationships are excellent; as a result pupils gain in self-esteem and confidence. They are prepared to answer difficult questions, persevere with practical tasks and cope when difficulties arise. This was seen in a good lesson where pupils measured the rates of chemical reactions and deepened their understanding.
178. When teaching is interesting, stimulating and instructions are very clear, pupils are attentive, critical and interested in explanations, and have the confidence to tackle and give tentative answers to difficult ideas. For example, studying the role of electrons in the flow of electricity they took responsibility for making, altering and taking readings from electric circuits. In such lessons pupils are interested in explanations and in learning to be scientists, they make good progress understanding difficult ideas. Many teachers make very good use of questions, both at the beginning and during lessons, which check on pupils' progress and understanding. This was done very well in a lesson considering the effect of temperature on chemical reactions; as a result pupils' practical skills improved greatly. They are competent, co-operative and safe workers during practical sessions when they follow instructions carefully and take care of the equipment that they use. Pupils from all ethnic groups collaborate well in these lessons.
179. In unsatisfactory, and other less successful lessons, planning is poor and worksheets or explanations are too brief. Pupils do not know what to do and their behaviour can become poor. This happened in lessons about inheritance, digestion and crystallisation when pupils understood very little of what was being taught and failed to complete the tasks they were given; progress was unsatisfactory. Teachers did not check that pupils understood the explanations about what they were doing and poor behaviour, lack of interest and inattention were ignored. Opportunities to interest pupils by using books or video are missed and lower attaining pupils are expected to pursue the same activity for too long. Relationships are poor and pupils become uninterested as happened in a lesson about digestion.
180. Although many pupils make good progress in lessons their knowledge of science does not always produce good performance in examinations. Their literacy skills and investigations are not developed well enough: these are crucial issues for the department. Even the very good teaching does not always result in high standards because teachers accept incomplete work, and many pupils do not set out notes carefully. Thus pupils' exercise books are not helpful for revision. Examination performance is also affected by absence from school. For these reasons only eleven pupils attained grades A* and A in 2001 and too many middle attaining pupils attained grades D and below. The head of department has not succeeded in addressing these issues.
181. The management of the science department is unsatisfactory. Methods for improving literacy are used inconsistently, in particular, little reading occurs and pupils do not have opportunities to write about what they have learned in lessons. This is essential if pupils are to gain better test and GCSE grades. Short investigation or problem solving activities are used rarely and there are no plans to introduce this form of work. Marking is regular but inconsistent in its use of targets. Lessons about the same topic taught by different teachers are taught in different ways; very

effective ideas used by some teachers are not shared because teaching is not monitored consistently. A few younger teachers have produced a new teaching plan that needs to be put into effect completely. Their use of CASE teaching materials is a very positive decision. So is the new tracking and monitoring system that is beginning in Year 7.

182. Since the last inspection improvement has been unsatisfactory because important deficiencies, improving literacy, using investigations and ICT, have not been addressed. Standards in science remain below those of other subjects and expectations are too low in some lessons. Improvement has occurred in the standards achieved in Year 9 and the new scheme of work is being introduced.

ART AND DESIGN AND TEXTILES

Overall, the quality of provision in art and design and textiles is **very good**.

Strengths

- High standards for art and design and textiles in all years.
- Pupils with special educational needs achieve very well.
- Very good teaching.
- The significant contribution of art and design and textiles to pupils' social and cultural development and to the life of the school.

Areas for improvement

- Involvement of pupils in Years 7 to 9 in the use of National Curriculum attainment levels for art and design and target setting.
- The hours of technician support to prepare for the range of art and design courses on two sites.

183. Standards in Year 9 are above average and by the end of Year 11 they are well above average. In 2001 teachers assessed that the majority of pupils were meeting or exceeding expectations. GCSE art and GCSE art endorsed textiles results are consistently well above average. In 2001, over 75 per cent of pupils entered for the two examinations attained A*-C grades. Boys' attainment was as high as that of girls and well above national and school averages. The majority of pupils with special educational needs entered for the two GCSE art subjects gained high grades.

184. These standards were confirmed by work seen in pupils' folders, in lessons and in displays around the school. By the end of Year 9, pupils develop and explore visual ideas for their art and textile work competently. Developing designs for printmaking, Year 7 pupils analyse highly decorative Mehendi patterns and hand decoration well. Pupils use a good range of two and three-dimensional materials and techniques such as drawing, painting, printmaking, textiles, card construction, clay and plaster work. In Year 8 art is taught using textiles. Pupils apply the expressive techniques of fabric construction such as appliqué and stitching to make portraits. Pupils evaluate their own art and art from different times and places and are able to reflect on the success of their work and how to improve it. In Year 9, pupils develop drawing skills by studying work of the Italian artist Morandi. This helps them to improve their use of shading to describe the form and surface of objects. Pupils' literacy and numeracy skills are satisfactory. Discussing art, they use the correct technical terms and judge the size and proportion of the objects that they draw from direct observation accurately.

185. By the end of Year 11 most pupils achieve high standards having made very good progress. They attain high GCSE grades by producing very well presented and thorough preparatory studies and finished artwork. This shows they use a variety of visual and other information and work imaginatively to develop an artistic idea or theme. In GCSE art and design, Year 10 pupils develop their preparatory studies by experimenting with block printing and painting techniques and produce a range of very interesting colour blends and contrasts. Although the starting point had been the study of African decoration and pattern-making, through this exploratory work, pupils

developed very personal responses. Finished work most often shows the use of visually interesting ideas combined with technical skill. For example, a Year 11 pupil, inspired by the English artist Constable, made delicate colour pencilled landscape studies. Using ICT, fragments were scanned and changed to print a wrapping paper design. In GCSE art endorsed textiles pupils use mixed media and samplers very effectively to explore line, colour, pattern and surface qualities. Highly inventive methods and techniques are used as preparation for finished work. Finished work in Year 11 shows expressive responses to the theme 'structures' by combining layers of woven, painted, printed, quilted and stitched work to produce bold and intricate pieces.

186. The quality of teaching is very good overall. During the inspection it was very good in almost half the lessons. Teachers give effective demonstrations to explain the skills pupils need to be successful. These help pupils to develop control of materials and techniques. Sensitive and well-judged support for pupils who lack confidence, and challenge for those who show developing gifts and talents, means that all pupils learning advances at a good pace. Very good subject knowledge is used effectively to help pupils study other artists and develop a useful repertoire of ideas and technical skills. For both GCSE courses, pupils are well informed about examination requirements and about what their work should show to attain high grades. Teachers closely guide pupils through coursework tasks and use their artistic skills, and examples and displays, to motivate and inspire pupils. Resources are good and teachers provide a wide range of materials and equipment, including ICT, so that high quality work can be produced and well presented.
187. Pupils learn well and make good progress in Years 7 to 9. They enjoy the subject and are keen to succeed. They benefit from the challenge of short focused and extended projects. Pupils make very good progress in the GCSE courses. They develop a systematic approach to their coursework and refine and deepen their artistic knowledge and skills. In all years, pupils with special educational needs make very good progress. All pupils are eager to learn, participate and behave very well in lessons and are keen to succeed.
188. Art and design and textiles are well led and managed. Assessment is used effectively to inform teaching, particularly at GCSE. In Years 7 to 9, teachers are introducing the new National Curriculum levels to plan for and report on pupils' progress and attainment. This work should lead to pupils becoming familiar with the levels and being more involved in self-assessment and target setting. There is no technician support for art and design or textiles and teachers face the very heavy burden of preparing for a wide range of courses involving resources for theoretical and practical study on two separate sites. The subjects of art and design and textiles make a valuable contribution to pupils' social and cultural development and to the life of the school. The artistic talents of a significant number of pupils are developed, there is close involvement in the citizenship project, artists in residence are organised and the display of artwork around the school celebrates the diverse cultures and high achievements of pupils.

DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is **unsatisfactory**.

Strengths

- Standards in GCSE food are above average and above those compared with other subjects taken by the same pupils.
- Pupils with special educational needs make steady progress, often as a result of good support in class.

Areas for improvement

- The slow pace of most lessons, particularly in Years 7 to 9.
- Teaching which does not display due care for health and safety and correct use of tools.
- Low standards in resistant materials and graphics.
- Too little use of ICT.
- The schemes of work, which are not all appropriate.

- Practically no liaison with other related subjects, for example with the art department about sixth form graphics.

189. Since the last report standards in design and technology have fallen. In recent years staffing has been a major problem, with several temporary teachers in Year 10. GCSE food results are above average and are high compared with resistant materials and graphics. These results are below average. Results for the short course in graphics are well below average. Girls mainly choose to study GCSE food. They perform better than boys do. However no evidence was found that girls perform better than boys in Years 7 to 9 and no variation between ethnic groups was seen.
190. In Years 7 to 9 most pupils learn too little, underachieve and attain much lower standards than nationally. This is mainly because their construction work is often of a poor quality, their drawings are weak and their progress is much too slow, so work overruns. The projects are very prescriptive and, although a design element is included in the plans, pupils rarely include original and personal adaptations to the items being made. In a couple of Year 7 lessons only half the pupils had bent their acrylic stands and these had poor quality filling. Expectations, especially for higher attainers, were far too low in the majority of lessons seen, because the work was not exciting or challenging enough. Many of these pupils will have stands that are incomplete and are merely flat cut-outs of acrylic.
191. In Year 8 the rate of production is slightly faster. Here two-thirds of pupils will have completed a working 'electronic map'. The quality of soldering for the circuits is adequate but pupils do not use appropriate techniques for holding work, such as 'helping hands'. This limits their technical understanding and does not prepare them for future work involving heat sinks for delicate components.
192. In several Year 9 classes, poor teaching of specific techniques also hinders the quality of pupils' work. In resistant materials pupils do not always appreciate the need for specific tools. Several used coping saws to cut finger joints and did not select the best file size or shape. In food lessons pupils do not always follow health and safety directives. This is because teachers do not place enough emphasis on correct working practices. Groups in Year 9 are larger than other years; this has a detrimental impact on the quality of teaching and learning. A few teachers who deliver food lessons have not acquired adequate subject knowledge - further training needs to be given urgently. Again poor practice and misuse of tools was seen in lessons, for example cutting vegetables on trays and stirring non-stick pans with metal utensils.
193. Overall standards in Years 10 and 11 are below average. In many resistant materials groups, practical skills are limited and theoretical knowledge is poor. The standard of design drawings for all aspects of design and technology are particularly weak. Teachers and pupils make very little use of ICT. Progress and achievement are unsatisfactory. In Years 10 and 11 there is a wide variety in the standard of coursework being produced. Where coursework is better or in line with national expectations lessons fully extend pupils with formative and informative marking being conducted by the teacher. For example in food there is evidence of good quality analysis, testing and the evaluation of pupil and manufactured products (with supportive photographic evidence). This combined with detailed, syllabus specific target setting informs pupils of their own progress and directs future investigation.
194. Teaching is unsatisfactory and learning inadequate overall because of the cumulative slow progress. During the inspection it was good in one lesson, unsatisfactory in two and only just satisfactory in the rest. Day-to-day monitoring of pupils' knowledge and understanding is inconsistent – far more is needed. Teachers do pose questions to check pupils' understanding, but they are often cursory and do not stretch the higher attainers. For example Year 7 pupils know and explain how to use a coping saw to cut in a straight line but they have not appreciated that, like the abra-files they use, it can be used to cut around corners.
195. New schemes of work are being developed and all teachers are involved. These need to be mapped to the National Curriculum requirements and include several levels of difficulty for the same task. Further thought about the effectiveness of these projects and how long they take is

essential. To speed things up the pre-existing schemes could be adapted rather than completely rewritten.

196. The quality of marking of pupil work varies from very helpful to unhelpful ticks. Where marking is good, for example in Years 10 and 11 food folders, pupils are fully aware of their levels of attainment and progress in relation to their course. Methods for improvement are given throughout the folders with suggestions and questions to extend higher attainers. Constructive feedback and corrected spellings help pupils to improve their work.
197. The new head of department has made considerable improvements already and has an apposite focus and vision; he is well supported by the senior management team, which is committed to raising standards and to continual improvement. The department does not work effectively as a team, which it needs to do if it is to move forward. Teachers need further training in class management and knowledge about design areas, which are not their specialisms. The department has no computers so the CAD/CAM machine is not used. Some pupils do use ICT for their GCSE folder work when they have access to it elsewhere. This creates an equal opportunities issue and hinders progress and attainment in Year 10 and 11, particularly for graphics.

DRAMA

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

Strengths

- In all years attainment is above average.
- Teaching is very good.
- Students learn very well and are highly motivated.
- The subject makes a very strong contribution to students' personal, spiritual, social, moral and cultural development.
- The subject is very well led and managed.

Areas for improvement

- The accommodation is not well ventilated.

198. In the last inspection report standards were in line with national expectations. A significant number of pupils had difficulty in sustaining and developing improvisations and expression skills were limited. Teaching was judged as good, but pupils rarely evaluated their work to refine their performances. Standards and teaching have improved significantly. The subject is popular and over 50 pupils are taking GCSE. Attainment over the last few years has improved impressively: 50 per cent of pupils attained grades A*-C in 1999, 91 per cent in 2000 and 77 per cent in 2001. Results are consistently above average.
199. In Years 7 to 9, pupils have knowledge and skills in drama which are above those expected for their age. In Year 7, after just over a term, pupils understand a range of possible approaches to the dramatic representation of topics. They use appropriate technical language, and describe how a particular strategy - like mime or freeze-frame - can be made to work. As a result of teachers' high expectations and engaging styles, and their own high motivation, pupils make very good progress. By Year 9 they have developed a good knowledge of a wide range of strategies, and have very well-developed rehearsal skills. Thus they devise well-shaped and effective dramatic presentations in a very short period of time.
200. Good progress continues in Years 10 and 11. Pupils have above average skills of organisation and presentation, good knowledge of the technicalities of theatre and some familiarity with strategies which are often not easily understood. They swiftly and effectively improvise well-structured and often moving pieces, examining topics of moral, social and cultural interest, like the effect of racial segregation in schools, or how excessive ambition may damage an individual's personality. All of this work demonstrates dramatic knowledge and technical skill above what might be expected of pupils of similar ages.

201. Pupils learn very well. Teachers work hard to develop their skills of independence, recognising that many of them need to develop greater self-confidence. The department's influence across the curriculum, giving pupils confidence in themselves and supporting their motivation to learn, is a strength of the school. Teachers approach work collaboratively with the pupils, and engage their trust and commitment. They convey their high expectations by sharing objectives at the beginning of each lesson, and reviewing (in which pupils have a significant part) progress towards them at the end. These expectations are also implicit in teachers' questions, which probe and stimulate thought, thus driving progress forward. Pupils respond well; they follow instructions, work well individually or in groups, and rehearse effectively, taking a pride in their work. There is no doubt that they enjoy drama, and this enhances their capacity to learn. Pupils with special educational needs and those with English as an additional language make very good progress in parallel with their peers, and those who are gifted and talented respond very well to the challenges provided.
202. Teaching is of a very high standard. Of the nine lessons seen, four were excellent, three were very good and two good. Teachers manage classes well (even when pupils are very excited by what they are doing or are tempted to show off); pupils thus learn self-control. Teachers plan and structure lessons so well that they develop at a good pace and pupils have little chance not to work hard. Teachers promote and celebrate success by challenging pupils to meet objectives. Self-evaluation is built into assessment so that pupils are provided with frameworks for continuous improvement. Teachers have very good subject knowledge, and they know their pupils very well. Teaching is enriched by outside theatre visits, and by productions inside and outside school.
203. The head of department is a very experienced and well-qualified teacher who provides very good leadership by both precept and example. She has a clear vision of the priorities for the subject, and a strong commitment to the continuous improvement of standards. The departmental documentation is meticulously put together, and provides strong guidance for teachers and ensures unity of method and purpose. The strength of the department is recognised outside the school by teacher training establishments, who seek to place their drama trainee teachers in the school.
204. The accommodation for drama is unusually rich: three studios and an activities hall. It is the more regrettable, therefore, that all these spaces have problems of ventilation. The possibilities of the accommodation are well exploited, particularly the very good lighting and sound systems, and the recently acquired interactive whiteboard (funded through the mini Education Action Zone) and computer software. Teachers use these with considerable skill.
205. The subject makes a very strong contribution to pupils' personal, spiritual, social, moral and cultural development. Their sense of personal worth and self-knowledge is promoted by the participative, sympathetic yet challenging styles of teaching. Spiritual development is encouraged through the ways in which values and beliefs are explored, while maintaining an insistence upon respect. Moral and social issues are often the subject of intense focus - considerations of right and wrong and relations between individuals and groups. Drama - a strong cultural experience in itself - provides opportunities for pupils to explore their own and others' cultural characteristics, to develop understanding of how cultures relate to each other, and to appreciate the ways in which cultural experiences from whatever source enrich their lives.

GEOGRAPHY

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

Strengths

- GCSE results in 2001 were above the national average.
- GCSE pupils achieve very well because of an improved curriculum, teachers' shared enthusiasm and approach, very good individual help for pupils to improve and intensive revision.
- The subject is well led.

Areas for improvement

- Inconsistent assessment in Years 7 to 9.
- Accommodation – some pupils have their lessons in three different rooms.

206. Since the last inspection, GCSE results have improved dramatically, from well below to above average. In 2001, as a result of successful planning, intensive revision, effective use of assessment information, and committed teaching, over two-thirds of pupils attained A* to C grades and all A*-G grades. They did better in geography than in the majority of the other subjects they took. Boys did better than girls, their results being well above the national average. The numbers choosing to take GCSE geography are rising, reflecting its growing popularity.
207. By the end of Year 9 the majority of the pupils, including those with special educational needs, achieve average standards. A few taught by a temporary teacher make slower progress. Year 7 pupils soon reinforce and improve their basic mapwork skills through an environment enquiry well linked to the local area. Most pupils are good at finding information from maps, diagrams and text although pupils in one Year 9 class had difficulty interpreting satellite images. Most can remember what they have learnt previously, seen in a Year 8 test about Italy, although lower attaining pupils and two English as an additional language pupils had difficulties in understanding some of the questions. This is not generally the case since teachers are committed to including all pupils in the curriculum by providing a variety of activities to match their needs.
208. Teachers' good attention to literacy helps pupils to improve their vocabulary, find information, and organise their ideas. In the majority of lessons, well-presented work sheets match the needs of different groups. Literacy skills are sound. A variety of work is provided so that pupils write for different purposes. Higher attaining pupils in Year 8 write well at length about "Venice in Danger". Year 9 higher attaining pupils have a good understanding of reasons for differences in world development and can justify their arguments for sustainability in the Amazon Rainforest. Middle attaining pupils have a reasonable understanding of how the ecosystem has been damaged but their explanations about exploitation are too general. Lower attaining pupils manage to give simple points of view about clearing the forest. Their numerical skills support them well in their investigations. Inaccuracies in some graphs contrast with the rest of their well-presented work. Pupils are beginning to use ICT to organise and present data and to develop their research skills.
209. Standards in Year 11 are average. The present cohort is not quite as strong as that which took GCSE in 2001. Over half the pupils taking geography had below average standards at the end of Year 9. They are achieving well according to their potential, benefiting particularly from the improved curriculum, focused specialist teaching and the effective emphasis on developing examination skills. Most use technical terms accurately. Their map and information retrieval skills have improved. Teachers used a Venn diagram effectively to help pupils to evaluate a redevelopment area in Birmingham. Teachers encourage pupils to think for themselves. Use of concept mapping, for instance, has helped pupils to link important ideas. In work about traffic management, higher and middle attaining pupils could establish patterns and links between key words and put them into categories. Lower attaining pupils and special educational needs pupils showed some understanding because they were given helpful guidance.
210. Group work activities encourage discussion and collaborative learning. A small number of Year 11 pupils, despite the efforts of the teacher, have made slower progress, having suffered changes of teachers in the past two years. They are hard to motivate and find it difficult to work independently. Most pupils, however, respond very positively to the practical activities provided in which they have to use their initiative. Coursework studies investigating the River Cray show interest and commitment. Gifted pupils make satisfactory progress. They are identified and special provision is made for them to do a week's fieldwork in Devon. However, in some Year 9 classes they are not challenged enough. This is not the case in GCSE lessons. Last year all gifted pupils achieved A* grades.
211. The quality of teaching and learning is good overall. The teaching observed during the inspection ranged from unsatisfactory (taught by an inexperienced and temporary teacher) to excellent. It

was most effective in Years 10 and 11 lessons taught exclusively by specialists - they use their enthusiasm and expertise to generate excitement and intellectual curiosity. They explain ideas clearly and ask careful questions to increase pupils understanding.

212. A Year 11 lesson about transnational corporations was particularly notable for its interactivity and challenge. It was delivered at a cracking pace with verve and enthusiasm and made an important contribution to the idea of global citizenship. The teacher had planned the lesson very well to match all levels of ability, the main thrust being on oral understanding. Through a series of activities, which progressively became more difficult, and with the help of excellent supporting resources, pupils engaged in animated discussion. The teacher skilfully managed the groupwork and whole-class activities which led to some high level discussion. Pupils extended their understanding of the pros and cons of building factories in less economically developed countries and of the importance of interdependence.
213. In most lessons teachers plan effectively so that pupils build on what they have learnt and are clear about what they have to do next. Detailed plans support non-specialists and new teachers well. Most lessons proceed briskly and contain a variety of practical activities using interesting resources so that pupils enjoy their work and work hard. However, lessons are often rushed at the end and there is not enough time to check what pupils know and what needs following up. In a minority of lessons, pupils were sometimes not refocused quickly enough when they were having difficulties or wasting time.
214. Teachers respect pupils' views and so there is a good working atmosphere in which pupils confidently ask for assistance. Seating arrangements not only encourage discussion but also minimise incidents of poor behaviour. Homework is set regularly. Comments in books are regular and helpful, especially in the upper school. There are some inconsistencies. Unfinished work, for example, is not always followed up, creating problems at revision time.
215. This is a well-managed department. The new subject leader has a clear picture about how to make improvements. A good programme of professional development, including attendance at subject conferences, has assisted the team to devise up-to-date work plans. At present, the subject leader lacks time and training to monitor Years 7 to 9 effectively, where both specialists and non-specialists team-teach geography. Information about pupils is used very well at GCSE to pinpoint underachievement and to help individuals to make progress. It is not used so well in Years 7 to 9 because the systems for cross-moderation are inadequate. As a result, teachers' grades at the end of Year 9 are unrealistic.
216. Aspects of the accommodation are unsatisfactory. The annexe classrooms are shabby and large classes are cramped. While this does not impinge directly on learning, they are not particularly pleasant to work in. In the main school some classes are taught in three different rooms. This makes it difficult for teachers to organise resources, and unsettles pupils. Nevertheless, around the school teachers work hard to create quality displays which reinforce and celebrate pupils' work. Good progress has been made since the last inspection and, with the school's intention to create a separate subject department for teaching geography, it is well placed for further development.

HISTORY

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

Strengths

- GCSE results have improved significantly over the last five years.
- Good teaching. It was excellent in one lesson during the inspection.
- Enthusiastic, receptive and well-behaved pupils.
- The very strong contribution the subject makes towards pupils' spiritual, moral, social and cultural development.

Areas for improvement

- The limited time teachers have to meet together, to share good practice and discuss common concerns.
- Too little specialist accommodation.
- Written comments on work do not always show pupils what they have done well and where they need to improve.

217. Teachers assessed end of Year 9 standards as below average in 2001. Inspection evidence shows that standards are improving and are now close to average. The percentage of pupils attaining GCSE grades A*-C in 2001 was above average - a major improvement since the last inspection when standards were well below average. Intensive revision sessions have contributed to this. Evidence from work and lessons indicates that overall standards continue to be above average.
218. Pupils' knowledge and understanding of historical events, people and concepts are sound, and they place these in chronological order accurately. Pupils are beginning to work with sources of historical evidence to generate description and explanation. Higher attaining pupils write well; by the end of Year 9 they write logically constructed essays confidently. The department has worked hard to improve average and below average pupils' writing so that they now write with some confidence about, for example, whether Britain should pay reparations for the slave trade. These skills provide a good foundation for the GCSE. Lower attaining pupils, those with special educational needs and those for whom English is an additional language have a sound understanding of key historical events and, when they find written expression difficult, can explain these events orally. This was evident, for example, in a discussion with pupils on some of the problems faced by a local mixed race boxer in the 1930s. They talked intelligently about Tommy Martin's place in history and understood how social attitudes have changed since then.
219. Pupils make good progress from Year 7 to 9 and achieve well because teaching focuses on key historical information in a well-structured order. Pupils with special educational needs or those for whom English is an additional language make similar rates of progress as others, especially in lessons where there is additional classroom support. GCSE pupils both plan their written work and use specialist vocabulary well. Pupils understand the importance, in order to attain high GCSE grades, of structuring work clearly and including references to all types of historical evidence. They do this well because teaching is so good. Pupils use their good understanding and knowledge of a range of historical facts, situations and characters to form sensible opinions and evaluations. They build effectively on interpretation skills covered in Years 7 to 9. They make good progress in lessons and over the two years of the course. This was evident in a Year 11 lesson when pupils understood exactly how governments in apartheid South Africa used education to help prop up an oppressive system. They also saw the links between the Civil Rights movement in the USA and opposition groups in South Africa.
220. The quality of teaching and learning is good overall, with many very good features, particularly in Years 10 and 11. It was excellent in one lesson during the inspection. Teachers rarely have time to watch each other teach - it would be particularly valuable for the non-specialists in Years 7 to 9 to observe the best practice. Not that there is any unsatisfactory teaching; teachers extend pupils' knowledge, understanding and skills effectively by constant reinforcement and good questions. They plan lessons carefully and deliver them enthusiastically. As a result, pupils are very interested and work at a good pace. In a Year 7 lesson on the Black Death pupils were totally engaged by eerie music, excellent questions and an enthusiastic concentration on boils and other symptoms of the disease!
221. Relationships are very positive so that pupils feel valued; just occasionally teachers do not praise them or use their names enough to boost their confidence. Teachers employ a very good range of strategies to develop key examination skills. This was evident in a Year 10 lesson where pupils evaluated sources about the impact of Hollywood on American society. Teachers exploit the local environment to bring facts to life. For example, Year 7 pupils consider the bombing of the local

Woolworth's in 1944 and GCSE pupils examine press coverage of the New Cross Fire. Such investigations are most worthwhile.

222. Assessment procedures are good, particularly for GCSE. They have improved since the last inspection. Comments which teachers write in pupils' books regularly are often helpful, although they could more consistently show pupils what they have done well, and what they need to do in order to improve. Although there are too few rooms dedicated to the subject, this is a well-managed department. The head of department has too little time to discuss issues with all history teachers, which is essential as non-specialists are involved. The subject's contribution towards pupils' spiritual, moral, social and cultural development is excellent. Teachers actively encourage pupils to reflect on the experiences of others, and a clear moral framework is evident in every lesson. Teachers are not afraid to confront the ethical implications of difficult issues such as slavery or racism. Pupils are taught to understand and appreciate the cultural diversity of the UK.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in information and communication technology is **satisfactory**, but statutory requirements for ICT in some subjects are still not fully met.

Strengths

- Teaching in Years 10 and 11 is often very good, leading to above average GCSE results and often very good progress in GNVQ lessons.
- Pupils are very positive about this subject.
- Good overall computer provision, a rapid increase over the last eighteen months and good quality technical support.
- Improved systems for monitoring pupils' achievements by the end of Year 9.

Areas for improvement

- Pupils' ICT competence in some subjects. Statutory requirements are not yet met. Some teachers lack skills to use ICT in their lessons.
- Below average standards at the end of Year 9. No Year 9 lessons. Some teaching by non-specialists.
- Marking, and teaching of higher attaining pupils is variable in Years 7 and 8.

223. Pupils in Years 7, 8 and 11 have a weekly ICT lesson but those in Years 9 and 10 do not. A third of Year 10 and 11 pupils opt for the additional short or full course GCSE and increasing numbers follow the GNVQ course. Almost half the year group take ICT options. In 2001 the pupils who took the short course GCSE attained average grades. Those who took the full course GCSE, attained well above average grades A*-C, and their attainment was better than in most of their other subjects. GNVQ pupils achieve below average levels but these are well in line with, and sometimes better than, teachers' expectations. Pupils can progress from the GCSE course to AS level courses offered by the consortium. Computer provision overall has significantly improved in the last eighteen months.
224. Standards by the end of Year 9 are below average overall. Overall progress between Years 7 to 9 is unsatisfactory, although boys and girls make satisfactory progress in the lessons in Years 7 and 8. Pupils with special educational needs make good progress, especially when they have extra support. Pupils' levels of attainment have improved since the last inspection as there are many more computers and discrete lessons in Year 7 and 8, which started in September 2001. Many pupils in Year 9 underachieve as they have no ICT lessons, and a few do in Years 7 and 8 because the quality of non-specialist teaching varies. Inspection evidence suggests that teachers' assessments of standards are now more accurate because more rigorous monitoring procedures have recently been introduced.
225. In the specific ICT lessons seen, the majority of pupils progress satisfactorily. They make good progress when they use computers at home or in the clubs at lunchtime and after school. The majority of pupils develop, explore and communicate information satisfactorily when integrating text and graphics. Year 7 pupils gain satisfactory competence in drawing graphs from population statistics, although they have too little time to develop high level skills using spreadsheets to explore problems. Their skills in responding to and controlling events by planning, testing and modifying sequences of instructions are limited. Higher attaining pupils make vivid PowerPoint presentations, copying and pasting photographs from the Eastenders website. They have a good knowledge and understanding of computer terms. Lower attainers do not complete all their work and spoil their brochures with incorrect spellings.
226. By the end of Year 11 standards are average overall. In the small classes, teachers give pupils very good individual support. Pupils do not have to share machines, and those with special educational needs and English as an additional language make good progress. They make good progress in understanding how spreadsheets can be used, for example to show athletics records. They manipulate basic formulae well. In all classes pupils gain very positive attitudes to learning, even when they might be disaffected towards school life or have behavioural problems. This is

because teachers manage pupils well, and, particularly in GCSE and GNVQ classes, are aware of individual goals and targets. This helps pupils remain well motivated. They are generally co-operative, behave very well, treat equipment responsibly and enjoy working on computers. Pupils who use computers in lunchtimes or at home work particularly well independently and develop good ICT competence.

227. Teaching and learning overall are good, and over half of the lessons seen in school and within the consortium (the work related programme) were very good. Less effective teaching occurs in Years 7 and 8 where teachers are not subject specialists and are not fully secure in their knowledge and teaching methods. This sometimes leads to pupils losing concentration, coming off task and misbehaving. Teachers generally plan lessons well. In the best lessons, teachers share clear objectives with pupils, review previous work, and explain topics clearly because they have good subject knowledge. This is very good in examination classes. The good planning, where lessons in Years 7 and 8 are structured in small steps with clear objectives, helps most pupils, including those with special educational needs and English as an additional language, keep on task. In specific ICT lessons, teachers sometimes set homework to extend research out of the classroom, and GCSE and GNVQ coursework deadlines allow pupils to complete work at home or in the catch up lessons provided in lunch hours.
228. Teachers' assessment of pupils' progress is good, meeting examining boards' requirements for GCSE and GNVQ very well. Overall examination standards in Year 11 have improved considerably since the last inspection, with new equipment and increased technical support. Teachers have made some improvement in their day-to-day marking of work in Years 7 and 8 since the last inspection but it is still variable. Whilst lesson planning has improved significantly in Years 7 and 8, some higher attaining pupils are not sufficiently stretched. Pupils' levels of attainment at the end of Year 9 are still too dependent on practice in other subjects, which is variable. The GCSE syllabus, whilst allowing for the highest grades, does not in itself provide sufficient challenge at the highest levels, although several particularly gifted pupils are encouraged to go on extra college courses to learn web design techniques.
229. Although pupils acquire satisfactory basic skills in ICT lessons, the majority have too few opportunities to use and extend these skills in design and technology, science and music. In other subjects ICT is only used occasionally. Spreadsheets are not used much to model problems in mathematics and science lessons. Planned use of ICT is included in work related learning, learning support, English, the humanities, mathematics and GCSE art and design, textiles and graphics. In mathematics Year 8 pupils use spreadsheets to draw linear graphs and Year 9 pupils use ICT to obtain a frequency chart and record data in tables. Science teachers are just beginning to use new equipment for data logging and English teachers are using ICT systematically to extend pupils' literacy skills. Statutory requirements in design and technology, art and science are not yet met fully, mainly because of insufficient equipment, and because some teachers lack appropriate skills. This is now being addressed through extra training. A large proportion of pupils of average or high attainment underachieve because of these limited opportunities. The school plans specific ICT lessons in Year 9.
230. Slow Internet links (the school does not yet have broadband capacity) make it difficult for pupils to research web sites in lessons. ICT use in some subjects is improving as new equipment, such as interactive whiteboards, is installed. During the inspection, no evidence was seen of pupils' use of CAD/CAM in design and technology lessons. In a very good Year 11 ICT lesson pupils developed good data logging skills as part of their GCSE option. Pupils on GNVQ courses, those who receive additional learning support or go to Lewisham College for work related courses such as catering, have more time to consolidate their ICT skills using various software packages and CD ROMs.
231. Overall management of the ICT department is good. The rapid expansion of equipment and introduction of specific lessons in Years 7 and 8 has been well managed. An experienced teacher co-ordinates the work of less experienced colleagues effectively, although it is difficult to find time to have sufficient meetings for non-specialists in Years 7 and 8. There is a good systems manager and additional technician support, and a new co-ordinator for Years 7 to 9 is improving

assessment procedures well. Accommodation is spread throughout the school and is satisfactory overall. It has improved since the last inspection, but in the annexe is still limited. The number of computers available to pupils overall is now at the national average, having risen significantly in the last eighteen months due to funding from the community and the National Grid for Learning. Increases in demand for computers, and specific lessons now in Years 7,8 and 11, means that there is a lot of pressure on computer rooms. There are plans for further computers. There is a good selection of software for pupils, and Internet access is well regulated in the after-school clubs. Improvement since the last inspection has been good overall. Further planned increases in lesson time and specialist teachers should lead to higher standards by the end of Year 9.

MODERN FOREIGN LANGUAGES

Overall, the quality of provision in modern languages is **good**.

Strengths

- The very high quality of leadership.
- Teachers' extensive use of French and Spanish and excellent understanding of good classroom practice. A high level of consistency in teaching methods and management of pupils.
- The resources teachers produce to use in class.

Areas for improvement

- The over emphasis on reading and writing and too little speaking for some lower attainers.

232. All pupils in Years 7 to 9 study French. By the end of Year 9 their attainment is a little below average. Their progress in lessons, however, is usually good. This is particularly true for average and higher attaining pupils. Significant changes and lack of continuity in staffing, beyond the control of the school, have reduced the motivation and progress of some pupils over a period of time so that achievement is only satisfactory overall.

233. Previously, pupils' study of foreign languages alternated on a yearly basis between French and Spanish. In 2001, for example, all pupils took GCSE Spanish. Their results were an improvement on previous attainment in the language but still well below average. They also did less well in Spanish than in their other subjects. In 2000 pupils' GCSE language was French. Students achieved well - only a little below average. These differences in progress and standards between the two languages are largely explained by staffing difficulties. As a result the school is phasing out Spanish – now only taught in Year 10 – in order to concentrate on French. Analysis and observation of work shows that this has been a good decision. In Year 11 improving attainment in French is now only a little below what is expected nationally.

234. By the end of Year 9 average and higher attaining pupils listen well. From a cassette recording most can pick out where different people live with good accuracy. This is because of teachers' careful planning - they give pupils a grid to guide their answers and revise the specific words they need. Most pupils develop a good understanding of their teachers' rapid spoken French. They follow instructions and information without difficulty because teachers use French exclusively in lessons. They do not compromise by using English. Pupils are therefore challenged by having to listen very carefully to understand the lesson. This focuses their attention. This use of the foreign language is an excellent characteristic of the languages department.

235. In carrying out short dialogues, higher attainers speak confidently about a range of topics. They talk about parts of the body, aches and pains, and illness, for example. This results from regular practice, careful guidance, written support and the insistence that pupils speak French. In a Year 9 end of the day lesson, for example, attention is always fully focused on speaking. The teacher brings real objects into the classroom – toothpaste, shampoo, aspirin and so on. As a result of the pace, humour and variety in the lesson, pupils develop good confidence saying how the products can be used, and what effect they have. In a Year 7 class pupils learn to use the masculine and feminine form of the words for colours with confidence. Pupils are motivated by the

activity of dressing up in different clothes to practice the different colours and are helped to classify the different word forms by using simple cards.

236. Higher attainers develop good reading and writing skills. Analysis of their work shows that they are helped to re-draft compositions and carefully build up the vocabulary and structures that they need. Teachers set them imaginative written tasks; they word-process poems, use the future tense to write about their new year resolutions, and produce short pen portraits of their teachers. Average and lower attainers have more difficulty speaking and writing. Most make good progress in class, although poorly motivated pupils in some low sets do not. Their oral responses are often hesitant and limited to one or two words. They have difficulty in answering routine questions about personal details in full sentences, without prompting. In order to manage pupils' behaviour in these classes teachers rely more on passive reading and writing exercises and there are fewer opportunities for pupils to speak more than a word or two in French.
237. By the end of Year 11 pupils' strengths and weaknesses are similar to those in Years 7 to 9. In a top French set most pupils picked out accurately four details of different people's holidays from a cassette recording. Pupils reply to questions in French at good length because the teacher is skilled at building up further details in answers. As a result of regular practice most have learnt to use past tenses correctly. In Spanish in Year 10 pupils are able to look and listen to a video about a Spanish town. Spoken dialogue is rapid but they understand many of the details. These pupils work co-operatively with each other and are confident in paired work – describing where they live with good detail and accent. Written work is usually carefully presented. Good progress is made in writing at greater length and using a wider variety of tenses. Average and lower attainers have more difficulty in developing their writing and confuse some verb tenses. As in Years 7 to 9, oral replies are short and there is some hesitant pronunciation. Reading is often limited to simple sentences and identifying one or two words.
238. Teaching is good overall. It was good in over 50 per cent of lessons seen, including over 30 per cent which was very good. Some of the teaching observed was excellent. Teachers speak fluently and extensively. This challenges pupils to concentrate fully. Lessons are planned in detail. This, together with the teachers' good knowledge of their pupils, results in activities that include all different levels of ability in the class. Teachers introduce elements of numeracy, literacy and citizenship in their lessons confidently and humorously. They prepare most of their resources themselves – attractive maps of Spain, pictures of towns and high quality worksheets. The range of activities that they use usually maintains pupils' attention for the full hour of the lesson. They mark homework well and with sufficient feedback to pupils to help them learn from their mistakes. In a small number of lessons they have to work hard, and not always successfully, at managing some pupils' behaviour. This is not a reflection on their teaching which is always very well prepared and maintains a good pace.
239. Approximately half Year 10 do not study a language. This is a partly a consequence of the previous unpopularity and difficulties in staffing Spanish, which have now been improved. The role of head of department is carried out by two members of staff as a job share. This is an unusual arrangement but it works extremely well. The leadership of the department and sharing of classes is so well planned that there are no problems of continuity. Teachers benefit from very good support and guidance. There is an excellent understanding of best practice in language teaching. Leadership has established consistent routines and approaches to teaching with staff working very well together as a team.

MUSIC

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

Strengths

- Good leadership and management and teaching.
- Good contribution to pupils' spiritual and cultural development.

- The department's open house policy, so pupils can use the music rooms during lunchtime and after school.

Areas for improvement

- The shortage of computers and keyboards and the unsatisfactory standard of pitched and non-pitched percussion instruments.
- The lack of regular extra-curricular activities.
- Too few opportunities for pupils to listen and evaluate class performances.

240. Standards are average. Pupils enter the school with a varying range of musical experiences but they make sound progress and quickly reach the required standard - teaching is good and pupils study increasingly difficult activities. GCSE results in 2001 were well above average with 36 out of 40 pupils attaining grades A*-C. Many pupils achieved higher results than those predicted by their end of Year 9 results. The department cannot offer the National Curriculum programme in full as it has no computers. Achievement in Years 7 to 9 is satisfactory.
241. The curriculum for Years 7 to 9 is based on practical work so that all pupils, whatever their ability, can join in enjoyable musical activities and achieve a reasonable standard. Year 7 pupils study basic instrumental techniques before tackling a unit about the Chinese New Year. During the inspection the pupils were comparing the scale of C major with the pentatonic (five note) scale which is a feature of Chinese music. They worked in pairs to answer questions about the scale and then in groups composed music to describe one of the New Year animals. Pupils in Year 8 develop their composition skills by writing music to describe a colour which incorporates repetition using graphic scores. Pupils were observed exploring harmony either by adding chords to Pachelbell's canon, or by repeating a pattern of four chords and varying the rhythm or the order of notes in each chord. Pupils in Year 9 use the gamelin and study the blues. They were observed composing music for a short extract from a film of Macbeth – a play they study in English and drama. Although pupils can explain what they are doing, they use little musical terminology. They rarely write about what they have done. No singing was heard but plans show it does happen on a regular basis.
242. Standards in Years 10 and 11 are above average. Pupils in Year 10 compose and perform with mixed success. They find the transition from group to solo composition difficult, as they have to generate their own inspiration. They also find it difficult to compose on the computer as they do not use it in Years 7 to 9. Many pupils make full use of the department's facilities during lunchtime and after school to make up for lost time. More opportunities to use computers in Years 7 to 9 are needed. Many pupils in Year 11 have recorded the required number of compositions and performances. Whilst some of them are good, there is an overall lack of variety in the pieces and the performances reflect the lack of regular ensemble rehearsals. Despite teachers' encouragement to complete work, a few pupils are behind, either through lack of interest or failure to meet earlier deadlines. Nevertheless, overall GCSE achievement and progress are good.
243. Pupils with special educational needs achieve as well or sometimes better than others. As activities are designed to be accessible by all, pupils contribute to the best of their ability, usually producing good results which boost their self-esteem. More access to computers would benefit all pupils. Higher attaining and talented pupils are challenged to develop the complexity of their compositions as far as their ability or imagination will allow. Stronger guidance and targets for individual lessons would help them to do this.
244. Teaching is good. Teachers skilfully involve all pupils in a series of interesting musical activities and celebrate worthwhile results. Time is not wasted as pupils collect instruments and move to or from practice rooms Teachers explain tasks clearly, plan well for all levels of ability and use their good musical skills effectively. Using carefully phrased questions and encouragement they make sure pupils discover things for themselves. So pupils develop their negotiating skills, and learn to listen to each others' ideas and suggestions respectfully, often without supervision. However, pupils rarely evaluate and comment on class performances which would concentrate and improve

their listening skills. Homework is not set for Years 7 to 9 in accordance with department policy. So pupils do not write about music enough, nor do they research musical topics.

245. Accommodation in the main building is good but the annexe rooms are poorly lit and ventilated and are too small for good music making. It is not possible to transport many of the larger instruments over from the main building so Years 7 and 8 pupils make do with a collection of percussion instruments, many of which need repairing or replacing. There are too few practice rooms to house a keyboard and offer enough space for groups. Resources in both buildings are unsatisfactory. There are too few keyboards and too few computers. With no keyboard in the annexe, National Curriculum requirements are not met.
246. Two part-time teachers manage the department well, supported by one full time teacher. Very well presented policies reflect sound educational thinking and the curriculum is logically thought out with good progression. Assessment is good and it determines targets which give every pupil an indication of what they need to do to improve. Instrumental lessons are provided free of charge by the school for twenty five per cent of the school population and there is a long waiting list. The department is open during lunchtime and after school but very few extra-curricular groups meet regularly. So instrumentalists do not play together enough and benefit fully from their lessons. The department regularly welcomes trainee teachers. These students appreciate working at Deptford Green, and the support and advice the regular teachers give them.

PHYSICAL EDUCATION

Overall, the quality of provision in physical education is **good**

Strengths

- The subject is well led and managed.
- Enthusiastic teachers who have good knowledge and understanding which they apply well. They work well together as a team.
- Staff development has strengthened curriculum developments in examination work.
- Good outdoor accommodation helps the teaching of games and athletics.

Areas for improvement

- With only one lesson for core physical education in Year 11 activities cannot be practised in any depth.
- The assessment procedures and moderation of National Curriculum levels.
- Too little use of computers for examination investigation work.
- The limited range of teaching styles and activities planned specifically to cater for the wide range of abilities within classes.

247. Teachers assessed end of Year 9 standards as above average for boys and girls in 2001. Inspection evidence does not support this - pupils attain average standards by the end of Year 9 and in core physical education in Years 10 and 11. Far more boys than girls opt to take GCSE. The percentage of pupils attaining GCSE grades A* to C was well below average in 2000 and 2001 although in 2001 all pupils gained A* to G grades. Low literacy levels mean that pupils do not perform well in the written papers; their practical skills are good. Although standards of attainment in GCSE classes are well below average, pupils do as well in physical education as they do in their other subjects. Boys and girls reach good standards in competitive sport in a range of extra-curricular and inter-school sport; some pupils are on the lists of professional football clubs. No significant differences were observed between boys' and girls' performance or between different ethnic groups.
248. Comparison of standards on entry with those reached by the end of Year 9 shows that pupils achieve well in Years 7 to 9. Good teaching and relationships ensure that all pupils make good progress learning the basic skills and competences in different aspects of physical education. All participate in all activities. Gymnastics, fitness training, hockey and football were seen during the

inspection. In games pupils have a sound knowledge of the rules, conventions and appropriate skills to participate successfully; the vast majority apply rules fairly and accept the decisions of those who officiate. In hockey, most Year 7 pupils are successfully developing good individual ball and stick control on both sides of the body; higher attaining pupils are successfully using reverse stick controls. Pupils explore balance and rolling movements in gymnastics and successfully create individual sequences; high attaining pupils begin to use stylised movements like cartwheels and dive forward rolls. Low attaining pupils use a variety of rolling movements in order to complete a travelling task. As yet the majority do not show good high quality movements.

249. By the end of Year 9 all groups of pupils know the effect of exercise on the body and understand some of the simple physiological changes that occur during warm-up. They understand the reasons and importance of warm-up, especially for gymnastics. Many pupils know and use words like lactic acid when talking about training. They measure their heart rates after circuit training and successfully plot heartbeats per minute at different stages of their training. High attaining pupils use a good range and quality of stylistic movements in gymnastics, like the high dive forward roll. Low attaining pupils have difficulty regaining balance after movements.
250. Pupils work successfully in groups of four devising simple routines using mirroring and supporting movements. Lessons were seen early in the module of work so movements lacked quality. Teachers successfully develop pupils' planning, performing, observation, analysis and evaluation skills in the majority of lessons. Teachers also stress literacy skills successfully by stressing key words and good use of technical language. This is a good feature of most lessons. Standards are enhanced through pupils' involvement in extra-curricular clubs and inter-school competitions. Pupils' good attitudes and behaviour contribute to their learning. In a Year 7 hockey lesson pupils were determined to develop their individual skills in order to participate in small group games.
251. Pupils make good progress and achieve well in Years 10 and 11. For many pupils these standards are extended by their involvement in extra-curricular clubs and school teams. GCSE files show pupils have good knowledge and understanding of the circulatory and skeletal systems and the effect that physical exercise has on the systems. All but the lowest attaining pupils show a basic knowledge of sports injuries and the principles of treatment. Many understand the principles and different types of training. GCSE pupils have difficulty analysing movements. They rarely use computers to investigate topics or to improve the presentation of their work. In rounders, although their techniques are not well developed and often unorthodox, Year 11 pupils have good hitting, catching and throwing skills. Year 10 pupils show good individual skills of dribbling, controlling and passing in football and many use these individual skills effectively. Many show a good understanding of attacking and defensive heading of the football; some pupils achieve this successfully in practice but less so within a game. Higher attaining pupils look around them to see opportunities but most others do not.
252. The quality of teaching and learning is good in all years. At times, teachers use their very good knowledge of physical education very successfully and pupils learn well. In a Year 11 GCSE theory lesson, the teacher's very good knowledge of training challenged pupils to think so their understanding was extended. Teachers have high expectations of both effort and behaviour (particularly noted in a Year 11 aerobics lesson), so pupils are keen to do well; they work hard and learn rapidly. They persevere in order to produce their best results. During a Year 7 hockey lesson, working in small groups, pupils, co-operatively challenged and competed with one another, constantly improving their performance. Responding well to well-organised teaching, pupils are given much scope to use their initiative and to extend themselves.
253. At the start of most lessons, teachers ask good questions which reinforce and extend pupils' knowledge and understanding. This was well exemplified in a Year 10 rugby lesson. Pupils managed to understand the concept of moving forward when in possession of the ball but keeping behind when supporting the player with the ball. As planning and organisation, for progression and continuity, in lessons and from year to year, are good, so too is learning. In a small minority of lessons, a limited range of teaching styles, tasks and activities did not cater for the wide range of abilities within groups, as was seen in a Year 9 football lesson. Teachers know their pupils well

and make effective use of the information about pupils with special educational needs and, in most cases, adapt their teaching appropriately.

254. The head of department leads and manages well; she gives good clear educational direction and receives good support from her colleagues. The schemes of work embrace the Curriculum 2000 changes but greater understanding of National Curriculum levels is needed to make assessment more accurate. Numeracy and literacy skills are included in several lessons, for example, in fitness training pupils successfully measure heart rates at different stages of training. Technical language is explored, for example, in aerobics pupils understand body toning.
255. GCSE pupils do not use computers enough to do investigation work and teachers do not use them enough to record assessment data; as a result, some learning opportunities are missed, and assessment is not used as effectively as it might be to track pupils' progress. Good outdoor accommodation helps the teaching of athletics and games. The department offers a varied range of seasonal extra-curricular activities for all pupils and about a tenth of pupils practise regularly. This provides opportunities to extend more talented pupils. In depth teaching across a range of sports is difficult in Year 11 as pupils only have one lesson a week for core physical education.
256. Although the previous inspection report did not identify any issues for improvement the department has made good progress since then. Attitudes to learning have improved in Years 7 to 9. They are now good and pupils are better motivated, which improves their learning. The GCSE course has better books and resources. The physical education team have received training to teach and assess the GCSE course effectively. The curriculum has been widened to include health related fitness and weight training. The department is well led and works successfully as a team; it is strongly committed to the raising of standards.

RELIGIOUS EDUCATION

Overall, the quality of provision in religious education is **satisfactory**.

Strengths

- The good contribution made to pupils' spiritual and moral development.
- Improved, and now good curriculum provision in Years 10 and 11.
- In 2000 and 2001, almost 60 per cent of Year 11 pupils attained grades A*-C in the short course GCSE. A good result.

Areas for improvement

- The use of assessment data to structure planning of new work.
- The setting of detailed targets against which pupils' progress can be identified and shared with them.

257. Standards in Years 7 to 9 are below expectations in relation to the local agreed syllabus. In Years 10 and 11, GCSE standards have been average for the last two years. All pupils follow the GCSE short course. In 2001, almost 60 per cent attained A*-C grades - a good result.
258. In Years 7 to 9 pupils develop their knowledge and understanding of religious language and principles well, a significant improvement since the last inspection. Teachers make effective links between everyday experiences and religious values so that pupils generally make sense of what they study and can relate it to their own lives. Thus they develop reasoned understanding of religious ideas such as enlightenment and nirvana. Work shows that Year 7 pupils are beginning to understand that they can learn from religion as well as gain information about it. Pupils' achievement is sound. The study of the range of religions in the UK supports pupils' appreciation of, and respect for, the views of others from different religious backgrounds. In Year 8, pupils developed views about different ideas of God as the teacher posed good, stimulating questions. A teacher's good knowledge and interest in Buddhism meant that pupils gained a good understanding of enlightenment.

259. Pupils' ability to work together sensibly contributes well to their progress. In Year 9, pupils' work shows a sound knowledge of the types of conflict in today's world. They understand the importance of social, economic, political and religious causes of conflict and their impact on world culture. Their written work on Martin Luther King, Northern Ireland and the Arab/Israeli conflict confirms that they gain knowledge and understanding in this year. However, this does not happen consistently. The large number of non-specialist teachers has an impact on pupils' achievement and progress in a minority of classes. Pupils with special educational needs make satisfactory progress. The teachers use key words, religious language and good discussion work as useful aids to improve their writing and speaking skills. The use of computers in a lesson on Buddhism meant the teacher could target specific work to the individual needs of pupils. Overall, learning is satisfactory.
260. Attainment in Years 10 and 11 is in line and occasionally above national expectations for the GCSE short course. Pupils achieve well and make good progress throughout the two years. There are no significant differences in the standards achieved by boys and girls or different ethnic groups. Pupils with special educational needs, and those who are gifted or talented make satisfactory progress. In Year 10 pupils examine the importance of the family and explore the meaning of monogamy, polygamy and the nuclear family. In a well-directed discussion led by a teacher, pupils developed a good understanding of the importance of lifestyles and family values in different cultures. Pupils appreciate well the links between Christian bible religious principles and values regarding sexual behaviour and respect for parents. When teachers challenge them sensitively, pupils explore their feelings sensibly and, because they respect each other's views, they feel confident to express their opinions. Pupils in Year 11 are developing a good understanding of the difficult concepts of trinity, transcendence, immanence and monotheism. They can compare Christian and Islamic views about God and marriage, and write balanced arguments.
261. Teaching is satisfactory overall. During the inspection it was good in most lessons but poor in one. Teachers pose helpful questions to remind pupils about previous work and to help them to draw together new ideas. Teachers used an effective range of approaches which encourage pupils to express their views. Thus they *learn from* as well as *learn about* religion. Assessment of pupils' work is generally satisfactory but it does not feed back into the planning new work. The department has not set detailed targets against which it can assess pupils' progress. Consequently, pupils are unclear about the standards they reach and what they need to do to improve.
262. Generally, teachers mark work reasonably but some do not write enough supportive comments to encourage pupils to achieve well. This is recognised as an area for development. Teaching and learning were poor when the main task was copying information from a rather dull worksheet. Pupils became bored, lacked interest and produced very little. The teacher could not control them and several disrupted the lesson. The teacher made little effort to intervene to improve the behaviour.
263. The subject makes an improved and significant contribution to pupils' spiritual, moral, social and cultural development and provides many opportunities for pupils to explore world issues such as justice, relationships and personal beliefs. Teachers encourage pupils to explore their personal views about religious and moral issues, and work on the major world religions invites discussion about the cultures that support them, so preparing pupils for life in a multi-faith and multi-cultural society.
264. Staffing of this subject has been difficult. Only one newly qualified teacher has a qualification. The head of the humanities faculty is currently responsible for the subject and providing competent leadership. Accommodation is unsatisfactory: some rooms are quite small and the subject has no base from which to operate so it is difficult to share the limited resources. Good displays celebrating pupils' achievement were seen in one room. Resources are poor and urgently need updating. Since the last inspection, standards in Years 7 to 9 have improved slightly, and in Years 10 and 11 they have improved significantly, and statutory requirements are now met.

Pupils are better motivated and there has been satisfactory improvement in pupils' use of technical language. Overall, improvement in religious education since the last inspection has been satisfactory.

VOCATIONAL COURSES

265. In 2001 all students doing GNVQ leisure and tourism completed the course successfully and obtained merit grades. Standards are above average because students have good literacy skills and are well motivated. This allows them to take an additional module in Year 11 where they organise an event of their own choice. In a very good Year 10 lesson seen during the inspection, students worked conscientiously in groups to explore tourist attractions in Charing Cross. They used a variety of sources, including websites, to obtain information prior to a visit. They developed a good knowledge and understanding of elements of the marketing mix, and how holiday products are priced. In a very good Year 11 lesson the teacher brainstormed the steps they needed to organise their event.

266. Students develop key skills of communications, number and ICT very well in their coursework assignments. They use ICT to research and present their work attractively. They improve numeracy skills using computer graphs to show the numbers in different tourism jobs and use spreadsheets to compare and analyse the prices consumers are prepared to pay for holidays. Students develop good communication skills through word-processing letters asking leisure companies for tourist information and they present their findings to each other effectively in class. Teaching is good, and teachers enthusiastically support individual students' progress in lessons, and outside school when they go on a variety of visits. These help extend students' learning about the travel and tourism sector. Through regular and constructive marking, teachers help students evaluate their findings so they know how to improve. Courses are well organised.

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

In the inspection, 9 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 2001

GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	5	80	83	60	23	2.8	2.3
Art Graphics	7	100	n/a	29	n/a	2.6	n/a
Biology	7	86	52	0	2	1.3	0.79
Business Studies	5	100	76	20	12	2.4	1.7
Chemistry	8	63	43	0	5	0.9	0.77
English Literature	10	90	n/a	20	n/a	2.5	n/a
Geography	13	54	74	0	6	0.8	1.18
IT	3	100	74	13	13	3.7	1.47
Law*	2	100	74	100	11	4.0	1.47
Mathematics	17	65	62	12	15	1.5	1.5
Media Studies	15	73	n/a	0	n/a	1.4	n/a
Performing Arts	14	93	n/a	43	n/a	2.9	n/a
Photography	1	100	n/a	100	n/a	4.0	n/a
Physics	5	80	52	0	4	2.0	0.9
Politics*	2	100	74	50	11	4.0	1.47
Psychology*	10	80	74	0	11	1.8	1.5
Sociology	9	56	37	0	7	0.7	1.2
Sports Studies	2	100	n/a	0	n/a	2.5	n/a
Textiles	8	88	n/a	50	n/a	3.0	n/a

*National statistics for these three subjects, which have small entries, are the same as they are grouped as social studies.

GCE A level and AVCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art	2	50	96	0	46	3.0	6.6
Biology	1	100	88	0	34	2.0	5.3
Business Studies	1	100	93	0	33	6.0	5.5
Chemistry	2	0	90	0	43	0.0	5.9
Computing	2	100	86	0	23	3.0	4.62
English Literature	7	57	95	0	37	1.7	5.9
Geography	1	100	92	0	38	4.0	5.7
Graphics	1	100	88	0	22	4.0	4.74
Law	1	100	87	0	34	4.0	5.3
Mathematics	6	50	87	0	43	1.0	5.8
Media Studies	3	100	93	0	31	4.7	5.5
Physics	3	67	88	0	40	1.3	5.67
Psychology	1	100	87	0	34	6.0	5.3?
Sports Studies	2	100	92	0	25	3.0	5.1
Sociology	1	100	96	100	35	8.0	5.3
Textiles	5	100	83	0	28	5.2	

National figures for small entry A level subjects are grouped. Law and psychology are in a group of social studies subjects. Textiles are in a group of home economics subjects. Performing arts is in a group of drama subjects. Media is in a group of communication studies subjects. Graphics is in a group of graphical applications subjects.

Intermediate vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		Average point distinction	
		School	England	School	England	School	England
Science (4 pending, 3 incomplete)	16	9		0		0	

SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

267. As sixth form students study at Addey's and Stanhope school, Crofton school and Lewisham College, it was not possible to observe all courses being taught during the inspection. The focus during the inspection was on nine subjects studied by a relatively large number of Deptford Green students and taught either completely at Deptford Green or shared with one other site. These subjects are those with an overall judgement, a summary box and several paragraphs. All other subjects sampled are described at the beginning of each curriculum area. Inspectors visited all other sites within the consortium, observed several lessons and spoke to students to gain an insight into the quality of provision of all courses.

MATHEMATICS AND SCIENCES

268. Students attain below average standards in physics, chemistry and biology; few gain A or B grades. In AS 2001 most students achieved their predicted grades. Progress seen in AS and A level lessons was good for higher attainers, especially in physics, and satisfactory for the majority. Students have good practical skills. Overall teaching is good although occasionally worksheets are overused. At the end of lessons students often stay for more discussion about their work. Attendance is very good. Very good teaching in physics has made it popular with male and female students but there is too little equipment for all to take part in practical activities. Students know their target grades and their progress is checked regularly. Information about careers opportunities is not easily available.

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

Strengths

- Very good teaching motivates students; they work hard during lessons and, on the advanced course, also in independent study.
- Very good relations between students and teachers. Students join in discussions with confidence and enjoyment; they learn rapidly.
- A level students' work is of a high standard because teachers monitor their understanding rigorously and stimulate them to think mathematically.

Areas for improvement

- Lower attaining students retaking GCSE need clearer direction to succeed.

269. The inspection covered the AS and A level courses offered by the school and the GCSE course for those students who had not gained grade C in Year 11. Discussions were held with AS students studying elsewhere. Until recently, relatively few students studied mathematics and retention rates were not good. In 2001 ten of the thirteen students who studied AS at the school attained pass grades covering the full range; three of the five students studying elsewhere attained grade E. Seven higher grade students continued into Year 13; their work is of an above average standard and reflects good achievement.

270. Teaching is very good with many excellent features. A class of nearly 20 AS students, beginning the study of discrete mathematics, responded thoughtfully as the teacher explained how to develop understanding of principles by considering less abstract examples first. During the two introductory lessons the teacher developed students' confidence so that they accurately described the use of a range of new concepts and used the right terms to analyse Eulerian and bipartite graphs. In pure mathematics, the same students showed a thorough understanding of the use of radians to calculate arc length and areas of sectors of circles. They competently used graphic calculators and their knowledge of functions to explore concepts of domain and range. Excellent relationships were apparent as students clearly enjoyed sharing the concept of an imaginary number. Higher attaining students describe mathematics as stimulating and challenging.

271. The school also caters very well for all A level students. It provides an extensive range of experience to underpin learning and gives highest attainers particularly challenging tasks. Teachers regularly mark and assess students' work, giving detailed annotation to highlight subtle and logical approaches, which help them to analyse more complex problems efficiently. In students' comprehensive folders, their work, which is well marked, provides them with an excellent basis for examination revision.

272. The school provides good teaching for sixth form students wishing to improve their GCSE mathematics grades. In 2001 three out of eight students were successful. Eight others, including those who took foundation level in Year 11, benefit from teaching which builds upon their understanding. The teacher is very encouraging, using phrases such as "Sorry, I should have explained that earlier" and "If we think back to last year". In order to achieve more success,

students need much clearer guidance on practice exercises; this work should be marked and progress monitored through examination style questions.

273. The two AS and A level teachers work co-operatively, enthusiastically sharing ideas. They are very knowledgeable mathematicians who understand the requirements of public examinations. They use their expertise, together with an excellent range of resources, to help students achieve the highest standards. All teaching in the sixth form is based on a thorough appreciation of what individual students understand and can do. The rigour observed in monitoring progress in advanced courses should be applied to the GCSE course too.

Overall, the quality of provision in GNVQ science is **good**.

Strengths

- Good quality of teaching which boosts students' confidence and supports them well.
- Effective review and assessment procedures.
- Well planned annual course evaluation procedures.

Areas for improvement

- Greater consistency evaluating different teaching methods.
- Attendance rates.

274. Students follow GNVQ intermediate and AVCE courses. Although most AVCE students achieve predicted grades, a minority fail to obtain a grade. In 2001 the majority of the students entered for the intermediate course, who started with low GCSE grades, passed. In the context of students' prior attainment, therefore, students achieve well overall.

275. Present standards are below average overall. Students have difficulty with some aspects of mathematics. Although they develop a good understanding of ideas about the efficiency of machines in Year 12, their ability to deal with formulae and calculations is below average and they are not always able to deal with difficulties when they arise during practical work; practical skills are therefore below average. Students have a reasonable appreciation of the need to work accurately, for example measuring chemicals for reactions. In the advanced course students' understanding of energy transfer in Year 13 is below average but appropriate for a lower pass grade. Most students make good progress in lessons. A few do not attend regularly so their long-term achievement is unsatisfactory.

276. Teaching is good. Teachers carefully choose a good range of practical tasks. This was evident in a lesson where students measured the weight needed to move another weight up a slope. They made good progress and developed their practical and calculation skills. In this lesson teachers explained ideas very clearly and discussed work thoroughly to check students' understanding. Relationships are excellent and most students are sufficiently confident to try out their ideas and answer questions, even when they are uncertain. Teachers always expand on students' ideas, which boosts their confidence. A small number lack confidence and, faced with problems in practical activities, they are very dependent on their teacher. Teachers have a good knowledge of science and of the most effective ways of teaching it.

277. Students, particularly those on the AVCE course, are well motivated, they persevere - determined to understand the ideas they are studying. They follow practical work instructions carefully and safely but do not always completely understand the why they are following certain procedures. The AVCE course is well managed and it meet the needs of the students following them. Teaching, shared by a team of teachers, is well organised. They provide regular tutorial review and support sessions. Students know their target grades and what they need to do to achieve them. The annual course evaluation is well planned, each student's achievement and performance is analysed and action is taken. For example, plans to reduce the number of students who fail to complete the course are identified and put into practice. Teaching is evaluated, but not always critically enough to ensure that good practice and new ideas are clearly identified.

ENGINEERING, DESIGN AND MANUFACTURING

278. All students on the **design** course offsite are pleased with the progress they are making. All have aspirations of graphic and design courses at university and hope to continue with careers in design.
279. The standards attained by students studying **business** offsite are at least in line with expectations based on their GCSE results. Five students passed AS in 2001. More had started the course, but retention rates this year are better. Very good teaching, by experienced staff who have good industrial experience in banking, means students make good progress. Most have sound knowledge and understanding of operations management principles, and higher attaining students have already taken the external module examination. In a very good lesson, teacher's well-focused guidance on principles of accounting meant the majority of students could give appropriate examples of assets and liabilities and understand the interests of business stakeholders. Teachers' clear handouts consolidate key accounting terms and the exercises they set frequently develop students' understanding of ledger accounts.

INFORMATION AND COMMUNICATION TECHNOLOGY

280. A small number of students take AS IT offsite. Their attainment is in line with expectations despite the fact that some students find the step between GCSE and AS large. Students have a good grasp of basic systems theory. Teaching and learning in the two offsite lessons seen were very good. Teachers offered particularly good support to individual students. They mark their work regularly so AS students can extend the depth of their database projects. Most, but not all, make good use of real industry users. Teachers plan and organise courses very well in order to cover examination board requirements.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

281. Only a few students took **AS and A level sports studies** in 2001; examination results were below average but students achieved satisfactorily in relation to their GCSE results. One student is studying for A level this year. One student is following an **NVQ sports and recreation** award at Lewisham College.

HEALTH AND SOCIAL CARE

Overall, the quality of provision in GNVQ health and social care is **good**.

Strengths

- Good achievement. Most students start with relatively low GCSE grades.
- Students have a good grasp of basic healthcare theory and develop their key skills well.
- Teaching is very good overall. Teachers have very good subject knowledge.
- Students are very well motivated and work well in lessons and on frequent trips, for example to health care centres.

Areas for improvement

- Students do not keep track of their own progress enough.
- Too few computers for students to draft, edit and present their work.
- Students do not appreciate the links between the course and work placements.

282. Results in this one-year GNVQ foundation course show good and often very good achievement for all students, as most start the course with relatively low GCSE grades. Nearly three-quarters of

the students completed the course successfully in 2001. Teachers expect the current Year 12 students to complete the course successfully.

283. Students have good knowledge and understanding of local care services and where to obtain them. They word-process their work well to produce clear action plans, for example to show how these services can be improved. They work constructively in groups to produce attractive wall posters on kitchen hygiene and safety in the home. They use desktop publishing to good effect. Students are less good, however, at evaluating the knowledge and skills they need to relate effectively to the clients for whom they are caring. They have relatively little work experience of caring skills outside school. There is also little coursework evidence of computers being used to develop numeracy, for example, by recording and analysing health care statistics or fitness levels; this is largely because there are too few computers in the classroom.
284. In an art module students use a software programme well to produce plans of group murals for the community. Using digital cameras they take vivid photographs of groups of people from the community and employ good computer skills to edit these and produce eye-catching group collages. All students use websites effectively to research health care information, although many students, particularly those with special educational needs or those for whom English is an additional language, do not read widely enough to obtain merit and distinction grades. Students do not record alternative theoretical approaches that they could use in their work, but many do develop good oral skills. This is evident in group presentations and feedback, for example about surveys on safety concerns carried out around the school. Most students have gained first aid certificates. They make very good progress overall, both for coursework and preparation for external tests.
285. Teaching and learning are very good. Teaching was excellent in an art lesson. Students are well motivated to succeed and they work hard. They bring relevant ideas from outside school into the classroom and readily exchange opinions and views. Teachers are experienced and make lesson expectations very clear. In a very good lesson the teacher gave students a series of short timed tasks, focusing on key terms in test questions. This improved their literacy skills, which was particularly helpful for students with special educational needs or English as an additional language. On visits, students make good progress reflecting on critical issues because teachers' handouts are clear. Students learned about ethical considerations in care settings after a visit to a local centre for the disabled. They are given good help in planning future careers in care or further study. They do not yet appreciate how their regular work placements can improve their practical knowledge and understanding of client relationships. Teachers mark work constructively, so students' know how to improve; they have several opportunities to re-submit work to get a merit grade.
286. Leadership and management are very good. Assessment procedures are very well organised and meet examining board requirements very well. Teachers regularly meet to check the quality of students' assignments. They compare students' performance against predicted grades and monitor progress carefully. Their expertise is developed by appropriate training, which helps them plan schemes of work and lessons very well. Further development of placements in care settings for students will improve standards further.

VISUAL AND PERFORMING ARTS AND MEDIA

287. Standards in **photography** are high. In 2001 one pupil gained AS grade B and all students who took GCSE attained grades A* to C. Very experienced, highly competent and enthusiastic tutors teach the subject. Investigating the theme of time and motion pupils worked supportively to create pictures for their individual portfolios - five individuals harmonised timing, camera, flash and arc light. Students develop self-expression and interpersonal skills. They are fully aware of their progress on the course.

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

Strengths

- Standards are well above average.
- Extremely well motivated students.
- High quality teaching which reflects teachers' expertise and enthusiasm.
- Contribution made to students' spiritual and cultural development.
- Development of independent life-long learning skills.

Areas for improvement

- Lack of technical support, particularly for maintaining and developing ICT provision. Too few computers, which need upgrading.

288. Standards are well above average, because teaching is very good. Teachers, who have high levels of artistic expertise, constantly encourage students. Students work very hard and achieve highly. Excellent use is made of professional software programmes, but not at the expense of a wide range of other artistic media. Valuable links, particularly with higher education colleges and the education departments of galleries, help teachers to keep up to date with new developments.

289. The department meets its aim of creating a lively and informative working atmosphere. Students fruitfully develop their own problem solving skills because teachers encourage them to build on their own interests and experiences. Consequently the work they produce celebrates the multi-cultural diversity of the school and they develop an extended personal artistic vocabulary. Students can independently select the work of artists and designers based on regular gallery visits. These primary sources provide experimental materials that are explored and discussed. From this work students have individual targets; they become increasingly independent as they develop their ideas and skills.

290. Students are encouraged to develop their own enthusiasms. One boy visited the Web Design Museum and gained considerable knowledge of Joshua Davis. He later evaluated the Davis exhibition and web site, formed discerning opinions and described how these works had influenced his own. As part of a stamp design project other students used the primary sources of the Surrey Quays emblem and buildings, the National Maritime Museum and religious icons from local churches. Many excellent outcomes are achieved through this project. Sketch books and project folders consistently provide evidence of the use of primary sources combined with evaluation. One student has developed the theme of tattoos. This involved taking photographs in a local tattoo shop. These images were then cropped and developed with sketches and drawings, culminating in high quality ICT production.

291. Students take an active interest in each other's work, which is all part of the constructively critical and supportive environment created by staff. Students talk enthusiastically about their completed projects with great pride, but are fully aware of where improvements could be made and the standards that they have achieved in relation to their course. They have access to and take advantage of a wide range of media; A3 sketchbooks demonstrate investigations into overlays, photomontage, collage, printmaking as well as drawings, paintings and work with paints, crayons and pastels.

292. As they develop through the course students become increasingly articulate in identifying the role of (and inter-relationship of) art movements and specific designers. Links to current industry conventions are maintained throughout the course - high quality work is produced using professional software such as Photoshop and Freehand. After initial instruction by staff, students use the department's computers independently and skilfully use digital imaging. They use subject specific terminology when asking or answering questions, contributing to lessons as active learners. Although the accommodation presently suits students' needs, the computer area is far too small and ways of enlarging the space around machines require consideration. There are not enough computers and they need upgrading. Only two are connected to the Internet.

Overall, the quality of provision in media studies is **good**

Strengths

- Teachers consistently develop students' understanding of key terms and concepts.
- Good opportunities to develop key skills.
- Students find the course interesting and challenging.
- Planning, preparation and resources are very good.

Areas for improvement

- Students, especially in Year 12, do not study independently enough.
- More detailed exemplars for essay writing and practical production.
- The Year 12 class is too big for effective individual support and practical production.
- Student retention and no alternative courses, such as GCSE media studies.

293. A level was taken for the first time in 2001. Results were above expected standards, all students passed, 60 per cent with grades A to C. AS results in 2001 were not so strong - not all students attained a pass grade. Related to their GCSE grades, achievement was satisfactory for AS and good for A level results. Last year a few AS and A level students did not complete the courses. A contributory factor was consortium timetable clashes.
294. Average standards were observed in lessons. In Year 12 high and average attaining students are articulate and confident. They have a good understanding of media concepts and use the appropriate terminology. Studying the documentary "Triumph of the Will" they discussed how myths are constructed, what a narrative is in terms of a documentary and how reality can be constructed and distorted. Lower attaining students do not yet use the right terminology confidently and their analysis lacks depth. They do plan, prepare and deliver effective presentations for their practical productions. High and average attaining students plan thoughtfully and research thoroughly; they have good understanding of magazine layout and design and copyright laws. Others present a clear storyboard for a film trailer, although a few are less realistic about what is practicable in a production. Their ideas are over-ambitious, lack a clear focus, and a few are self-indulgent.
295. Standards in Year 13 are at least average and often above. Students' use and understanding of key terms and concepts has clearly improved over time. In a lesson analysing a trailer for the film "La Haine", all students made perceptive comments on the soundtrack, camera angles and positions and how editing had cross-cut and presented disparate images. In their written essays, however, all but the highest attaining have some weaknesses in organisation and style.
296. Teaching is good overall. On occasions it is very good, when the teacher gives a lucid exposition and clearly reinforces key terms and concepts. This is done partly through display and partly through prompt sheets and cards, so that discussion, for example comparing lifestyle magazines, is tightly focused. Students are therefore able to note the differences in the use of codes and conventions between two magazines, and to make links between different genres. Lessons are well planned and students find them lively and challenging. One teacher used amusing pastiches of magazines as a stimulus, while another helped students to focus by masking the screen so that they could concentrate on sounds alone. In one lesson, the teacher examined the strengths and weaknesses in students' presentations to develop their understanding of a need for tighter planning and a clearer point of view. Teaching is less effective when some students do not contribute to discussion. Preparing for practical productions, students need more guidance about what is realistically manageable.
297. Students receive good guidance. The department is building up a portfolio to exemplify examination grades but it must also focus on detailed comments on students' essays to help them to improve. Opportunities to develop key communication skills are good. Students are encouraged to research and read widely, using the school library, department library and the Internet. They can borrow video-recordings. Students have attended a sixth form media studies conference in London and a day on Moving Images at the National Film Theatre. Such visits are very worthwhile.

298. The subject is well led and managed. The two teachers complement each other well. They are evaluating and re-writing a number of modules as part of a clear improvement plan that is already taking effect. Good resources include access to cameras, editing suites and computers but, as the subject is popular, the Year 12 class is too large for practical work to be easy. Consideration should be given to smaller groups, split between two teachers, for at least one lesson a week. As a few students did not attain an AS grade last year, the school is rightly considering offering alternative courses, such as GCSE Media Studies.

Overall, the quality of provision in performing arts is **excellent**.

Strengths

- Excellent leadership and management.
- Excellent teaching. Teachers use their secure subject knowledge to motivate students to reach their full potential.
- Excellent accommodation and resources.

Areas for improvement

- Students have no opportunity to continue this course in Year 13.
- A small number of students do not meet homework deadlines.

299. In 2001 all students passed AS, over 70 per cent with grades A to C. Many achieved higher than predicted grades. Although only half the students who started the course took the examination, the retention rate this year has improved significantly. Present standards are well above average; students achieve very well. Students have already developed good dance, drama and music skills. They have also completed, using technical language very well, the first drafts of written commentaries on their practical work. During the inspection students worked on a series of exercises extending their knowledge of physical theatre. They learned how to magnify actions in performance, how the use of sound can emphasise movement, and how the body can be used to represent things or objects as well as people on stage. The students completed this lesson by performing in pairs "East" by Steven Berkoff. In another session, students learned about the music of Steve Reich through video and discussion, composed a piece of music using the rhythmic patterns from a section of the "Rite of Spring", and attended a performance of "4.34" by John Cage given by two teachers. Such rich lesson content contributes significantly to the high standards.
300. The teachers are excellent role models. Students from the three different sixth forms work extremely well together. Much learning is through practical work, and by using examples from the students' own work, teachers most effectively help students to develop their techniques. The atmosphere in lessons is electric with anticipation and a willingness to do well; students maintain total concentration in case any suggestion or piece of advice should be missed. All willingly volunteer to demonstrate examples, and this highlights the confidence that has built up between students and teachers. Teaching is sensitive. In one lesson the teacher took time to explain to the students that some of the texts to be explored contained strong language and if any of them found this uncomfortable, not to hesitate to see her. Students rise to the teachers' expectations and persevere to master difficult techniques. In one lesson, practising a piece of music with irregular rhythms, the students' good nature and sense of enjoyment prevailed; numerous repetitions were necessary before the performance reached the standard to which they aspired. Homework is set regularly, marked in detail and also evaluated in discussion - appropriate examples from students' text are used to give points for development and improvement.
301. Specialists in dance, drama and music devised the course under the leadership of the head of drama, who understands clearly which practical activities are best. The course takes into consideration some students' limited experience of the necessary components and progressively develops their abilities in all three art forms. Students learn to write in a more technical style, incorporating the vocabulary learnt in lessons. Each section of the course is regularly reviewed in the light of assessment and experience of teaching. Visits to professional performances and workshops, including the Royal National Theatre and the Mulan Theatre Company enrich the course further. Accommodation is excellent, with two studios and a hall, all equipped with light and sound facilities. Resources are also excellent comprising two video cameras, digital still camera, interactive whiteboard and the necessary computers and software to edit digital media and make cartoons.

Overall, the quality of provision in art endorsed textiles is **very good**.

Strengths

- Very high standards of practical work and visual ideas, which reflect the multi-cultural ethos of the school and local community.
- Students' high levels of interest and commitment.
- Very good teaching and good achievement.

Areas for improvement

- The balance of description, analysis and informed opinions and judgements in special studies.

- The use of and reference to artists from the local and London area, particularly women and black artists.
- Technician time as the course involves theoretical and practical study.

302. The school offers A level and AS in art endorsed textiles. Both courses involve the practical coursework units and a special study. It is an ideal course for students who have already gained a high grade in GCSE art or art endorsed textiles. Standards are well above average. AS results in 2001 were high, A level results were at the expected standard. Results have been consistently in line with or above expectations for several years. Entry rates are small and vary, but dropout rates are very low. The quality of work seen in lessons, in portfolios, and exhibited around the school, confirms that standards are high.
303. Achievement on both courses is good. The progress from GCSE level is dramatic. Students' learning shows maturity. They analyse art and other sources rigorously to develop their practical work. They use technical skills in a more exacting way to convey expressive ideas and feelings. Students working on a coursework unit on culture produced detailed drawings from observation and experimental work which explored textile techniques such as tie-dye and mixed media work. Students visited the Victoria and Albert to produce preliminary sketches. Year 13 work is adventurous and the presentation of preparatory studies confirms a very good understanding of examination requirements. One student produced detailed drawings and paintings of floral work created by the designer William Morris. This included an effective analysis of a chrysanthemum motif and its background to understand successful features of the design.
304. Students have very good technical knowledge and control of techniques, which they fully exploit in small, intricate and detailed studies or bold and dramatic large-scale pieces. A large decorative piece conveying personal identity was very inventive, with silk painting, quilting, appliqué and machine stitching. Rich colours, subtle surface and textural changes, combined with flowing shapes and patterns, resulted in a visually striking and successful piece. Year 13 special studies are thorough, well researched and contain a good range of illustrations and samples of practical work. Occasionally students miss opportunities to include informed opinions and judgements, required to attain the higher grades.
305. Teaching is very good and sometimes excellent. Teachers use their very good knowledge to advance each students' artistic development and creativity. They plan skilfully and provide inspiring resources about other artists, including the successful work done by former students. Visits to galleries, including the Victoria and Albert and Tate, very effectively inform special studies and practical coursework. Reference to contemporary practising artists is less evident. Students gain important insights into different art forms and how art influences life style and fashion. Both teachers' artistic skills are of a high order and the standards of art, design and craftwork achieved reflect the very good technical and ICT guidance they give students. Teachers develop students' confidence and competence to communicate and discuss art.
306. Year 12 students develop high levels of commitment and greater independent thinking. By Year 13, motivation has increased and students approach their studies with considerable maturity. All students are clear about how well they are doing and discuss with precision what they need to do to improve practical work. This level of self-evaluation is less evident when students assess the progress of their special studies.
307. Management and leadership are good. The teachers diligently plan and prepare together so the courses continue to be dynamic. Although practical work resources are good, the range of opportunities students, and teachers (for professional development), have to refer to contemporary practising artists in the local and London area, particularly women and black artists, is limited. There is no technician support to help with the rigorous demands of teaching this subject at advanced levels. The development plan is good and monitoring and evaluation are developing as a part of a whole-school initiative.

HUMANITIES

308. Only two students took A level **geography** in 2001. They achieved reasonably well. AS results were poor and students did not reach their potential. Just over half passed. About a quarter dropped out of the course. Their progress was affected by consortium timetable problems; the course started late - students had no introduction to help them cope, lessons were at lunchtime and after school and the units of work were not fully prepared to meet the new syllabus requirements. The ripple effect has been that only a few students have chosen AS, or to continue it at A level. However, timetable problems are sorted, detailed work plans are in place and students are happy with the introductory programme. Those embarking on the course have secure GCSE grades.
309. Present standards are average and students make good progress. Year12 students build well on GCSE work and respond confidently in discussion. Higher attaining students understand physical processes well and have a good grasp of urbanisation issues in less economically developed countries. In Year 13 most students have sound understanding of sustainability and ecosystems at different scales and use terminology appropriately. A below average student displayed a more general understanding of the advantages and disadvantages of ecotourism. A weakness in the sixth form is that, so far, students do not develop their techniques and research skills through fieldwork enough.
310. **Psychology** and **law** are taught at Lewisham College. In 2001 all law grades were B and nine out of eleven students attained pass grades in psychology. Eight present Year 12 students have chosen law, and six psychology. The law students are working well and are very happy with the quality of teaching, although the level of support they receive individually is less than they expected. No students studied **history** last year but four Year 12 students are following the AS course at Crofton. It was not possible to see any psychology or history lessons during the inspection. Two students passed AS **politics** last year. One politics lesson was visited offsite. Deptford Green students were participating actively.

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

Strengths

- Improving standards; the course is now attracting more students and a wider ability range.
- Teaching is very good and most effective.
- Students are enthusiastic and persevere with difficult tasks.

Areas for improvement

- Limited range of resources.

311. Five out of eight students passed AS in 2001. Sociology was, however, a new subject and students obtained grades in line with their prior attainment. Sociology is now taught across the consortium at both AS and A level. It is becoming more popular as a first or second choice subject and is attracting students from a wider ability range. Overall standards are now average. Students have made a good start. They are beginning to develop an understanding of different theoretical traditions such as labelling theory and ethnography. Their achievement is good – many have not studied this subject before and they have already made clear and rapid gains in knowledge and understanding. Year 13 students build well on what they learned in Year 12. In a revision class they talked knowledgeably about qualitative and quantitative data and gave several examples of sociological studies as illustrations. They collect data, analyse findings and reach conclusions competently.
312. Teaching is very good overall and most effective. Teachers provide clear explanations of concepts, theories and principles and skilfully relate them to relevant modern examples. They are also adept at using anecdotal evidence to enliven lessons and keep students interested; in a lesson on sub-cultures in schools, there was a sensitive and thought-provoking discussion on homophobia. Teachers provide students with very good opportunities to improve their speech and presentations. Lessons are challenging, well planned, delivered enthusiastically and with good humour: students

react positively, are keen, concentrate and persevere very well. All this was evident in a lesson where students considered whether any ethical issues arise when hidden cameras are placed in classrooms to observe the quality of the teaching!

313. Although there is no formal head of department, the subject is well managed. The schemes of work are good and teachers meet regularly to discuss common concerns and share good practice. There are enough textbooks but other resources are rather basic and limit students' opportunities to read widely around the subject.

ENGLISH, LANGUAGES AND COMMUNICATION

314. In the sixth form a small group of students have chosen a beginners **business Spanish** course at Lewisham College. They made good progress in their first term. Students taking a beginners **Spanish** course in Year 12 attain above average standards. They already understand most of their teacher's spoken Spanish. As a result of oral practice, work with videos and role-plays they have learnt a good range of simple statements and questions. They carry out dialogues about booking hotel rooms, understanding numbers, costs and other details.

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

Strengths

- Teaching is good. It is well planned and reflects strength of subject knowledge and high expectations.
- The department is well led and managed and teachers work well as a team.

Areas for improvement

- Examination results in AS and A level.
- Training about ways to revise and techniques for examinations.

315. In 2001 AS and A level results were well below the provisional national averages. Achievement, however, is good related to GCSE results. This is because teaching is very good. Last year a quarter of the AS students did not complete the course. Retention rates this year are better and standards are now close to average. Students perform better in the classroom than they do in examinations. Better guidance for revision and examination technique should reduce this gap. Students achieve average standards in discussion and analysis of texts. In a Year 12 lesson on *Hamlet* students used hot seating to interview each other in role. Their questions and responses showed that they have a clear understanding of events and character's motivation. Students' critical writing is reasonable. Teachers encourage them to develop and express a personal response to literature. There is no significant difference between the work of male and female students.
316. Teaching is good overall and often very good. The well qualified and experienced teachers have excellent knowledge of a wide range of literature so they choose texts to suit students' abilities and interests. Studying Philip Larkin's poetry in Year 12, after an enthusiastic introduction, the teacher gave students helpful and practical guidance about annotating the poems to prepare for small group discussion. As they did this the teacher made comments to them which were perfectly matched to their individual strengths and skills, so they all made good progress. Teachers make very good use of open-ended questions to encourage independent thought and analysis. The skills of close reading and interpretation of texts are taught in animated workshop sessions where all students are encouraged to participate. The success of these methods was evident in a Year 13 lesson studying *Othello*. Students worked in pairs to collect evidence to answer the question "What is a Moor?" and to present an argument to the whole group. The teacher's introduction was dynamic and vivacious. Later in the lesson the teacher's questions cleverly illuminated aspects of the play the students found difficult.
317. All teachers demand high standards of work and concentration. Students usually respond with enthusiasm, concentration and determination. Most lessons end with teachers giving a summary

of what has been covered. On occasions they could let the students try to do this, as this would stimulate them to take more responsibility for their learning. Teachers plan their lessons well so that students understand exactly what they need to learn and why. In a Year 12 lesson comparing two interpretations of Romeo and Juliet, the teacher provided a grid which structured students' analysis. This help means that students made clear gains in their knowledge and understanding. In all lessons seen students made good progress.

318. There are too few books and other resources although displays of work and other materials are stimulating. Leadership and management are very good. Teachers work together to share good practice and maintain high standards. Documentation is focused; the schemes of work, for example, provide students with a stimulating range of experiences.