

# INSPECTION REPORT

**NORTHUMBERLAND PARK COMMUNITY  
SCHOOL**

TOTTENHAM, LONDON N17

LEA area: HARINGEY

Unique reference number: 102155

Headteacher: Mr John Coughlan

Reporting inspector: Dr Barbara Hilton  
3228

Dates of inspection: 14 - 18 January 2002

Inspection number: 206611

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 students:	11-18
Gender of students:	Mixed
School address:	Trulock Road Tottenham LONDON
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor R Rice
Date of previous inspection:	21 September 1998

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3228	Barbara Hilton	Registered inspector	Equal opportunities	<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and achievements</p> <p>How well are subjects taught?</p> <p>How good are curricular opportunities for students?</p> <p>How well is the school led and managed?</p>
9561	Husain Akhtar	Lay inspector		<p>How high are standards?</p> <p>Students' attitudes, values and personal development</p> <p>How well does the school care for its students?</p> <p>How well does the school work with parents?</p> <p>Co-ordination of sixth form aspects (joint)</p>
30911	John Barton	Team inspector	Modern foreign languages (French and Turkish)	
10905	Alan Brewerton	Team inspector	Science	Co-ordination of sixth form aspects (joint)
22849	Ronald Catlow	Team inspector	Geography History	
15706	Roger Crocker	Team inspector	Information and communication technology Music	
10448	Michael Elson	Team inspector	Religious education Sociology (sixth form)	How well the school cultivates students' personal, including spiritual, moral, social and cultural, development
25748	Roger Moyle	Team inspector	Physical education	

1990	Graham Preston	Team inspector	Business education Design and technology	
19925	Margaret Price	Team inspector	Mathematics	
10288	John Richards	Team inspector	Art	Staffing, accommodation and learning resources
1795	Joyce Sanderson	Team inspector	Drama English as an additional language Special educational needs	
11720	Philip Winch	Team inspector	English Media studies	

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

### **INFORMATION ABOUT THE SCHOOL**

Northumberland Park Community School is a large, fully subscribed 11-18 comprehensive school, with 1,110 students. Boys outnumber girls by about 10 per cent. The sixth form is small (37 students) and courses provided are augmented by consortium arrangements with other local schools and a further education college. The school provides for students of all abilities, although overall attainment on entry in Year 7 is very low in most years; in 2001 Year 7 attainment was slightly better, but still well below average. The proportion of students on the school's register of special educational needs, at 33 per cent, is well above average and, of these, 2.8 per cent have statements, which is a little above average. Many of the students with the highest level of need have specific learning needs (dyslexia), or moderate learning difficulty, emotional or behavioural difficulty or speech impairment. The Vale, a special school for students with physical disabilities, which has a base within the school, works closely with Northumberland Park, and some Vale students attend mainstream lessons, including sixth form classes.

Students come from a richly diverse range of ethnic minority family backgrounds. The largest group are from Turkish families (26 per cent). About 20 per cent have white United Kingdom backgrounds and a small proportion are from other European countries. About 20 per cent are Black Caribbean, 15 per cent are Black African and small numbers are from the Indian subcontinent or Chinese. In the homes of a very high proportion of students, 52 per cent, English is an additional language; about 13 per cent are at early stages of learning English and four per cent are just beginning to learn English. About 45 languages are spoken in the school, the most frequently spoken home language being Turkish. Student mobility is a feature of the school; 28 per cent are refugees, mainly of Kurdish background. About 22 per cent of students in Year 11 entered the school later than Year 7.

The school community is similar to that at the time of the last full inspection, in 1998. Most students live near the school, in areas of pronounced social disadvantage. The proportion eligible for free school meals, at 61 per cent, is well above the national average and the highest in Haringey. Turnover of staff is high, reflecting recruitment difficulties in London. As a school facing challenging circumstances, HMI made an inspection visit in 2001. The school participates in several initiatives, including Excellence in Cities, a Small Education Action Zone initiative and Urban Regeneration.

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

The school provides a satisfactory education for students up to Year 11 and standards are improving. Strong leadership and management maintain a focus on systematic improvement. GCSE (General Certificate of Secondary Education) results, while well below the national average, are better than in similar schools; students' progress is good, relative to their attainment in Year 7. Teaching is good in many lessons but staffing changes have held back improvements and interrupted students' learning. Provision in the sixth form, which is small, is inadequate. The school benefits from participation in many external initiatives and provides satisfactory value for money.

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

- Overall GCSE results are improving faster than nationally.
- Teaching is good in many lessons, especially in Years 10 and 11.
- The ethos is harmonious with good pastoral support and guidance for students.
- Collaboration with many external initiatives enhances students' opportunities and progress.
- Leadership and management are strong.

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

- Students' attitudes to learning and their progress across Years 7 to 9.
- Students' capacity to learn through strengthening their study skills, including their levels of literacy and numeracy, and classroom support.
- Provision in design and technology, history, music and religious education.
- Provision of religious education and the development of students' spiritual understanding, including opportunities for worship.
- Sixth form provision, to improve students' participation and success.

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

I am of the opinion, and HMCI agrees, that the school has an inadequate sixth form, in terms of

paragraph 1 (2) of Schedule 7 of the *Learning and Skills Act*, because: a) it is failing to give its

students, who are over compulsory school age, an acceptable standard of education; and b) it has significant weaknesses in one or more of its areas of activity for students over compulsory school age.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard to achieve satisfactory improvement, in spite of high staff turnover, since the last inspection in 1998. Teaching is much better now and GCSE results are improving at a faster rate than nationally. Progress has been made on all the key issues of the last report, with substantial improvements in information technology facilities and in accommodation. Better use is made of assessment. Students are well managed on the whole. Punctuality is still unsatisfactory, however. The sixth form is still not viable and provision is inadequate. HMI, on an inspection visit in 2001, reported weaknesses in literacy, as at the last inspection. Study skills, including literacy, remain weak and affect the learning of younger students, especially. Improvements have been made in the preparation of older students for examinations.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
GCSE examinations	E	E	E	B	well above average A above average B average C below average D well below average E very low E*
A-levels/AS-levels	E*	E	E		

GCSE results, both for students gaining five higher (A\*-C) grades and overall, are well below national averages, but better than the averages for similar schools. Results reflect very good progress from students' attainment at the end of Year 9, which is very low in English, mathematics and science. Virtually all students achieve a GCSE grade in English and science and the great majority achieve a grade in mathematics. Results in these three subjects are very low, relative to all schools nationally, but they reflect very good achievement in English, good achievement in science and satisfactory achievement in mathematics across Years 10 and 11. Literacy and numeracy levels are very low among younger students and students beginning to learn English progress slowly. The introduction of the Key Stage 3 Strategy is strengthening improvement for all. Progress across Years 7 to 9 is satisfactory, and better across Years 10 and 11. Improvement in GCSE results is better than nationally. GCSE results in media studies and drama match the national averages. Students do well in art and those taking Turkish (mostly native speakers) achieve very good results. Standards in lessons reflect the results obtained. Students' progress has been interrupted and their learning set back because of staff absence in several subjects, most recently in music. Students do not make satisfactory progress in design and technology (except in food technology), history and religious education. Effective use is made of targets to improve results. In 2001, the targets were met, and it is expected that results will rise again in 2002.

Many students leave at the end of Year 11. Of the relatively small proportion who stay on (about 25 per cent) numbers dwindle and only about half complete their courses. A few gain results in AS or A-level GCE (General Certificate of Education) examinations that exceed or match predictions, based on their GCSE grades. Overall, performance in these examinations is weak. Results on vocational courses are mixed. In 2001, results were good in art at advanced level, satisfactory in other advanced and intermediate courses, except in information and communication technology, in which results were low. Many of the students staying on need more time to improve their GCSE grades, or need help with English language or numeracy. Strengths evident in coursework for GCSE are not built upon in the sixth form.



## STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most students like the school and want to learn, but many have poor literacy and study skills. A small number of students, younger ones particularly, are not motivated to learn and they distract others.
Behaviour, in and out of classrooms	Most students behave well in lessons. A few are disruptive and this interrupts the learning of others. Around the school behaviour is satisfactory, overall, with some boisterousness and clumsiness.
Personal development and relationships	Relationships are good among all groups of students. They are supportive of each other and show respect for others' views. The atmosphere is harmonious.
Attendance	Unsatisfactory. The school is strict in recognising authorised absence and has reduced this to average but unauthorised absence is high, in part owing to truancy as well as parents' lack of familiarity with requirements.

## TEACHING AND LEARNING

Teaching of students:	Years 7 – 9	Years 10 – 11	Years 12 – 13
Quality of teaching	satisfactory	good	satisfactory

*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 are satisfactory overall and mostly good in Years 10 and 11. While many lessons have good features, a significant proportion of students have poor learning skills (including literacy and numeracy), special educational needs or are beginning to learn English. The school has many good initiatives to develop students' skills. Some are starting to have an impact and others have been affected by shortage of teachers or classroom assistants. Many sixth formers, in addition to having weak learning skills, do not attend regularly or drop out, so that teaching, much of which is good, has limited effect. In subjects which students like and do well in – as in art and media studies – teaching and learning are consistently good. English teaching is good, throughout. In mathematics and science, teaching and learning, while satisfactory overall, are better in Years 10 and 11 than lower down the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of subjects is satisfactory and opportunities are enhanced through many collaborative projects. The introduction of the Key Stage 3 Strategy is starting to improve literacy and numeracy. Religious education does not meet statutory requirements. Too many students do not continue learning French. The substantial minority studying Turkish achieve well.
Provision for students with special educational needs	Provision is good in Years 10 and 11 and satisfactory in Years 7 to 9. Classroom support is inadequate for the many students, younger ones especially, who have special educational needs.
Provision for students with English as an additional language	Provision is carefully planned but lack of staff means that too little support is given to students at early stages of learning English.

Provision for students' personal, including spiritual, moral, social and cultural development	Students' social development is a strength and they develop considerable loyalty to the school community. The school's clear moral code helps students to develop a good sense of right and wrong. Provision for cultural and spiritual development is satisfactory. The school community is enriched by the contributions of teachers and students from many ethnic and religious backgrounds, but more could be done to involve students in cultural events. Assemblies provide opportunity for reflection but not worship; the use of thought for the day is too variable.
How well the school cares for its students	Pastoral care is very good. Staff know students well and take good care of them in a supportive environment. Students' progress is monitored satisfactorily.

Parents' involvement with the work of the school is satisfactory, overall. Turkish parents are closely involved, through community links and the translation service. The school gives generous time to English and mathematics for younger students but has not been able to provide all the planned classroom support for students with learning and language needs, because of staff shortages. The time allocated to design and technology and music has been reduced in Years 7 to 9, limiting progress in these subjects. While unusually large numbers of students do not learn French in Years 10 and 11, all study an information technology course to GCSE level.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is strongly and purposefully led by the headteacher and senior staff who work supportively with departmental managers to raise standards. External initiatives benefit students' opportunities and progress.
How well the governors fulfil their responsibilities	Governors are supportive and keen to improve the school. They fulfil their responsibilities, except in relation to religious education and collective worship.
The school's evaluation of its performance	Performance is monitored effectively within the school and through participation in external initiatives. Analysis of results is thorough and informs planning.
The strategic use of resources	Resources are used effectively to fund school priorities. The school environment is businesslike and well maintained. Learning resources are adequate and have recently been augmented with new computer provision. Accommodation is improved with the completion of a new building. Major expenditure is evaluated to achieve best value. The main weakness is in staffing changes which detract from the effectiveness of teaching.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like the school</li> <li>• Extra-curricular activities</li> <li>• The school is approachable</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Behaviour</li> <li>• Staff changes</li> <li>• Low standards</li> <li>• Information about students' progress</li> </ul>

Overall, parents expressed favourable views of the school but feel strongly that some areas need improvement. Inspectors think that parents' views are largely justified. Homework is effectively used in

Years 10 and 11, but more could be set for younger students. Behaviour is generally satisfactory but incidents of disruptive behaviour challenge staff, particularly those new to the school. Standards are lower in Years 7 to 9 than in Years 10 and 11 but, overall, students make good progress. Students' progress reports give parents little indication of how they can influence their children's learning; little information goes home in languages other than English and Turkish. Inspectors agree that staff changes have interrupted students' learning; senior managers do their best to help new teachers settle into the school.

**INFORMATION ABOUT THE SIXTH FORM**

The sixth form is much smaller than most, with 37 students, and about equal numbers of boys and girls. Last year about 25 per cent of the students in Year 11 stayed on for the sixth form, but numbers dwindled and almost half of them did not complete their courses. The overall level of ability of students starting Year 12 is below average. This is because the school seeks to provide learning opportunities for students of all abilities. The school is part of the sixth form consortium, known as NEXUS, of local schools and a further education college. Vocational courses at intermediate and foundation levels are provided in the school for Year 12 students. For the first time this year, no advanced-level courses have been offered in Year 12, but a small number of courses has been provided in Year 13, to allow students to complete their studies. The sixth form represents many cultural groups and home languages. A small number of students are at an early stage of learning English. About 20 per cent of students have special educational needs. One Vale student, who has a statement of special educational needs, attends lessons.

**HOW GOOD THE SIXTH FORM IS**

The sixth form is not effective, overall. Only a small proportion of Year 11 students stay on and many sixth formers do not complete their courses. Nearly all lessons are effectively taught and students respond well in most. Provision for art and media studies is good. However, many students do not achieve the qualifications for which they are aiming, either because they start with such low levels of attainment that they cannot manage the required progress in the time, or because they drop out, to join courses or training, elsewhere. Leadership decisions about sixth form provision have not proved effective and, as numbers have fallen, so has cost-effectiveness.

**Strengths**

- Provision for art and media studies is good and enables students to achieve well.
- Teaching helps students to progress well in lessons.
- Relationships: students are well supported by caring staff.

**What could be improved**

- Match of courses to students' abilities and interests.
- Support for students with weak literacy and study skills.
- Systematic monitoring of students' progress.
- Students' participation: attendance, entries to the sixth form and staying-on are low.
- Management of the overall curriculum so that it is viable and attractive to students.

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

I am of the opinion, and HMCI agrees, that the school has an inadequate sixth form, in terms of paragraph 1 (2) of Schedule 7 of the *Learning and Skills Act*, because: a) it is failing to give its students, who are over compulsory school age, an acceptable standard of education; and b) it has significant weaknesses in one or more of its areas of activity for students over compulsory school age.

**THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS**

Curriculum area	Overall judgement about provision, with comment
<b>Mathematics</b>	<b>Satisfactory.</b> Students make satisfactory progress in improving GCSE grades and on the key skills course in response to good teaching. Achievement of qualifications is satisfactory, bearing in mind students' earlier attainment.
<b>Business studies</b>	<b>Unsatisfactory.</b> In lessons, teaching is satisfactory and students improve their literacy skills, but they achieve little in understanding of business concepts. Past results have fluctuated. Standards in the current course are very low, as students started with low attainment.

Curriculum area	Overall judgement about provision, with comment
Information and communication technology	<b>Unsatisfactory.</b> Results are below average. Progress towards qualifications is below expectations, mainly because students lack the skills to learn effectively: courses and teaching approaches do not match their needs.
Art	<b>Good.</b> Students achieve good results. They learn well in response to good teaching and take pride in their work in a wide range of media.
English	<b>Satisfactory.</b> Achievement in lessons is good because teaching is good; but students do not do well in examinations. Results are very low.

Few other courses are provided in the sixth form. At the start of this year, the school decided not to provide any advanced-level vocational qualifications or AS and A-level GCE courses in Year 12, but the completion of A-level courses was allowed in Year 13. Lessons in Year 13 were sampled in media studies, sociology and in a voluntary physical education lesson. Provision for media studies is good: students learn very well, in response to very good teaching. A lesson seen in sociology was satisfactory but the number of students and the standards they achieved were low. Little physical education is provided: students observed improving their basketball skills were keen; teaching and learning were good. Provision for information and communication technology is inadequate to improve the basic skills of most students. The only Year 12 GCE work observed was at the further education college that, as part of the local consortium, is providing AS-level English for two school students: teaching and learning were good and standards in line with course expectations.

### OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	Pastoral guidance for students is satisfactory. Many students gain from personal support from committed staff. However, some students are allowed to embark on courses that are not appropriate for their abilities. Little support is provided for students with weak literacy and study skills. The marking of students' work is satisfactory and helpful, but students' progress is not monitored systematically and they slip behind in their courses. Target-setting is superficial.
Effectiveness of the leadership and management of the sixth form	Leadership and management of the sixth form are unsatisfactory: they have not led to a coherent course offer which is attractive to students. Only a minority of Year 11 students stay on, many drift away and results are low, making the sixth form relatively expensive, for the results achieved. The governing body do not fulfil their statutory responsibilities with regard to religious education and collective worship.

### 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"> <li>• Being in the sixth form at the school</li> <li>• The help they are given to settle in the sixth form</li> <li>• The quality of teaching</li> <li>• Teachers' willingness to help if they are having difficulties with their work</li> </ul>	<ul style="list-style-type: none"> <li>• The way the school listens and responds to them</li> <li>• Careers advice</li> <li>• The range of enrichment activities beyond the course they take</li> </ul>

Inspection evidence confirms most of the views of students. Staff are caring and help sixth formers in many ways: inspectors do not agree that staff do not listen to students. Teaching is satisfactory and has many good features but not enough support is provided for students whose literacy is weak. The careers guidance available is similar to that in most schools, but advice is not effective enough. Many

students are allowed to embark on courses which are unsuitable for their abilities or interests. Inspectors confirm that the range of enrichment activities could be improved.

### **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 students' achievements**

1. GCSE (General Certificate of Secondary Education) results, both for five subjects at the higher (A\*-C) grades and overall, are well below the national average but above the average for similar schools. GCSE results reflect very good progress relative to students' attainment at the end of Year 9, which is very low in English, mathematics and science. GCSE results are improving more quickly than they are nationally and results exceed predictions, based on tests students take in Year 7. GCSE results have improved markedly since the last inspection, particularly in the proportion of students achieving five subjects across the full range of grades (A\*-G).
2. Virtually all students achieve a GCSE grade in English language, English literature, double award science and single award science, although fewer gain high grades (A\*-C) than in all schools nationally. In mathematics, the great majority of students achieve a GCSE certificate, but not quite as many as in English or science, and the proportion gaining a high grade (A\*-C) is also lower. Students' average performance in GCSE English, mathematics and science is very low, but relative to their performance at the end of Year 9 their results represent very good achievement in English, good achievement in science and satisfactory achievement in mathematics.
3. GCSE results in media studies and drama match the national averages. Students achieve very good results in Turkish (many speak Turkish at home). In several other subjects, students' results in 2001 were in line with results nationally across the full range of grades, but fewer students gained high grades (A\*-C) so that overall performance was below average, as in French, information technology and sociology, or well below average, as in history. In subjects where students do a little less well, both across the full range of grades (A\*-G), and at the higher grades, results are well below average, as in business studies, design and technology and geography. While about half the students taking art achieve a higher grade (A\*-C), performance in the subject has varied, largely through inconsistencies of approach because of staff changes. Results in textiles are good. In most years, students achieve better results in media studies and art than in their other subjects. They do not do as well in design and technology and information technology as in other subjects, however. Girls and boys achieve equally well overall, although in 2001 girls did not do quite as well as boys in French, information studies and science, and boys' results were weaker than girls' in history and sociology. The school analyses results carefully to detect and eradicate underachievement. In most years, Asian students achieve very well. The results of African Caribbean boys has been below the school average in recent years and changes have been introduced (for example, coursework clinics) to help them improve. The school makes effective use of targets to improve results. In 2001, the target was met and, on the basis of school assessments of Year 11 students, it is expected that results will rise in 2002.
4. Much of the progress made by the time students take GCSE is achieved across Years 10 and 11. Progress across Years 7 to 9 is satisfactory, rather than good. Students entering the school in Year 7 in most years have very low attainment; in 2001 their attainment was better, but still well below average. Results of National Curriculum tests at the end of Year 9 in 2001 were very low in the core subjects, English, mathematics and science. When compared with similar schools (selected on the basis of students' eligibility for free school meals) results were well below average. In most recent years, results in English have been a little better than in mathematics and science and in English girls have achieved slightly better than boys, although in mathematics and science boys have tended to do better than girls. For the first time in 2001, the school was able to compare students' Year 9 results in English, mathematics and science with their performance at the end of Year 6 (the Key Stage 2 results, obtained from feeder primary schools). These comparisons show satisfactory progress overall, up to the end of Year 9. The school has analysed the progress made, according to the starting points of students. Those starting at very low and to average levels achieved the expected levels at the end of Year 9. However, the very few students starting at high levels (for example, level 5) under-performed at the end of Year 9, particularly in English. The school's results at the end of Year 9 have been broadly constant over the last few years: they have not improved in line with those nationally. There is scope for accelerating the progress of all students across Years 7 to 9. Initiatives supported within the small education action zone and through the national Key Stage 3 Strategy are starting to have this effect.

5. Students' low levels of literacy and numeracy hold back their progress in all subjects. Standards of literacy are very low, especially among students with special educational needs and those at the early stages of learning English. Many younger students need to concentrate hard on deciphering print; their reading skills are very low and they do not read expressively. Listening skills are below average. Students speak clearly, although limitations of vocabulary lead to brief responses from lower attaining students and those at the early stages of learning English. Younger students tend to write as they speak; spelling, punctuation and grammar are weaknesses. Well planned work in English and opportunities to practise in all subjects help students to progress and standards improve through the school. More able students, by the time they reach Year 11, structure their written work carefully and use appropriate vocabulary. Middle and lower attaining students still make frequent errors of spelling, punctuation and grammar, which hinder their communication of ideas. They use drafting to improve their work and the final presentation of written work is often good, enhanced by word-processing.
6. Standards of numeracy are well below average. In Year 7, many students do not reliably add, subtract, multiply and divide straightforward (one- and two-digit) numbers. Their grasp of some other aspects of mathematics - for example, symmetry - is better. Students' information and communication technology skills are good enough to enable them to use computer software to improve their basic skills in numeracy (as well as in literacy) and standards are improving. Many students in all years, particularly those who are low attaining, have difficulty remembering multiplication tables. By the end of Year 11, most students develop an understanding of place value and use number in a variety of contexts. More able students handle numbers in algebraic calculations. Lower attaining students have difficulty understanding ratio and proportion. Standards of numeracy across the curriculum are weak, although students usually interpret simple charts satisfactorily (as in geography) and, in science, more able students draw satisfactory straight line graphs. The difficulties students have with place value and ratios in mathematics affect their work in other subjects. Not enough consideration has been given to the practice and improvement of numeracy skills across the curriculum.
7. The inspection found that standards in lessons, in mathematics, science, and generally across all subjects, were well below average in Year 9 and below average in Year 11. In English, standards were well below average at the end of both Years 9 and 11, but more able students were achieving in line with national expectations in Year 11 - as they were in mathematics and science - and sometimes better than this. Overall progress is satisfactory across Years 7 to 9 and good across Years 10 and 11 - and significant numbers of students make very good progress in their work for GCSE. The proportion of students achieving five subjects across the full range of grades (A\*-G) is well above average, bearing in mind their results in Year 9 National Curriculum tests. These students include many with special educational needs, or learning to speak English.
8. In work seen in the inspection, standards in Year 11 matched the national averages in art, media studies and drama; achievement was good. In both art and media studies teachers place good emphasis on the development of literacy, provide a rich learning experience and help students towards achieving examination requirements. In drama, the strength is in students' performance. Students also progress well in information and communication technology; all follow a GCSE course. In physical education, they respond well to good teaching and standards at the end of both Years 9 and 11 were average. Standards in Turkish were good. Nearly all of the students come from Turkish speaking families and they make good progress in reading and writing in Years 10 and 11 to achieve well above average GCSE results.
9. In French, geography and business studies, students make satisfactory (sometimes good) progress but their attainment is below average in Year 11. Standards in each subject have been affected by staff changes but current subject leadership is effectively tackling weaknesses. The school is aware of the need to increase participation in modern foreign languages in French (an unusually large proportion of students is disapplied in Years 10 and 11, a measure introduced because of staffing difficulties).
10. Staffing difficulties have affected provision in four more subjects: design and technology, history, music and religious education. Students' progress in each is unsatisfactory. Shortage of suitably qualified teachers has caused reduction of time provided for teaching design and technology and music - to such an extent that students have not covered all the required work. Nonetheless, aspects of these subjects are good; for example, involvement in local projects (design and technology), standards in food technology and students' performance skills in music. After



prolonged absence of music teachers, a new teacher was in post during the inspection and lessons seen were effective. In history and religious education students' progress is unsatisfactory because they are not developing their understanding of the subjects in ways that allow them to apply their knowledge. In history, for example, their evaluative skills are weak and few develop arguments and reach conclusions about circumstances leading to events. In religious education, while students have basic knowledge of features of Christianity and Islam, they do not progress in relating what they learn to their experience of life.

11. The many students who come from homes where another language is spoken - about 52 per cent, overall - achieve in line with all students, that is, they make satisfactory progress across Years 7 to 9 and good progress across Years 10 and 11. Some join the school later than Year 7 and inspection evidence is that those who are just beginning to learn English - about 45, or 4 per cent - do not make as much progress as they could. Shortage of staff limits the support they are given and affects their progress. In subjects where good emphasis is placed on literacy (for example, English, art and media studies) they do better. About 25 per cent of students speak both their home language and English fluently although the writing skills of some are limited.
12. Students' progress, and factors affecting this, are similar for those with special educational needs. The proportion of students on the school's register of special educational needs - 33 per cent - is well above average and they progress in line with students as a whole: this is, satisfactorily across Years 7 and 9 and better in Years 10 and 11. Shortage of staff limits the individual support they are given. Inspectors found that when students were given individual help in lessons they progressed well. Vale students, who were accompanied in lessons by a classroom assistant, made good progress. Special provision helps students to strengthen their progress. For example, younger students progress well in small classes provided and use of computer-programs for literacy and numeracy is accelerating progress in basic skills. In Years 10 and 11, students needing support are given extra time to work on their coursework for GCSE (support option time) which assists their improvement. In lessons where work is planned to meet the needs of individual students, then students generally do well: good examples of this were seen in English, art and media studies. The grouping of students according to their ability in several subjects in Years 10 and 11 assists in the progress of students of all ability levels, including the gifted and talented. The school has identified students who are achieving highly and provides more challenging activities for them, through a range of timetabled and extra-curricular opportunities. Little high achievement is evident across Years 7 to 9: in most subjects, gifted and talented students could do better in these years. In Years 10 and 11, their progress is satisfactory and examples of above average attainment were seen, as in the textiles option in art, media studies, singing in music, Turkish and physical education.

### **Sixth form**

13. Overall, sixth form results are about the same as at the last inspection. In art, media studies and Turkish, students have done well. In other subjects, results are disappointingly low. The majority of students leaving Year 11 go on to nearby further education colleges or sixth forms to study. Of those starting in the school sixth form, a significant proportion drift away: only about 50 per cent completed their courses in 2001. For a small number of students completing their courses, their results represent satisfactory (and occasionally good) progress. For too many students the grades achieved are not as good as could be expected from their GCSE grades. The sixth form is inadequate because numbers and retention are low; many students make little progress because they are held back by weak basic skills; many capable students are choosing to study elsewhere.
14. Numbers of students taking the General Certificate of Education (GCE) at advanced level (A-level) in the few subjects offered have been very small, and there has been no particular trend among males and females or students of different ethnic backgrounds, except that the Turkish-speaking students have achieved well in GCE examinations in Turkish: virtually all have passed and usually a significant minority has achieved high grades (A, B). Results in business studies at A-level have been disappointingly low in recent years, with no passes in 2000 and 2001. Results in English literature, while very low, reflect satisfactory progress by the students, with a number of pass grades (and an occasional high grade) achieved. In recent years, no students have taken mathematics or a science. However, in media studies, results have been consistently good for the school and matched the national average. Students' success in the advanced subsidiary (AS-level) examinations in 2001 were satisfactory in media studies, government and politics and

sociology: most students gained a pass grade and a few high grades were obtained. Results were not as good in English - only half the students passed, but of these one gained a high grade and the results of all represented satisfactory progress from GCSE. For the first time this year, the school has not offered any advanced level courses in Year 12. Lessons in Year 13 English, media studies, sociology and physical education (which was voluntary) were observed. Students made good progress in all, except sociology, in which progress was satisfactory, although only a few students were present and the standards they attained were well below course expectations. Attainment in media studies matched course expectations, in English it was below expectations.

15. Sixth form students resit GCSE examinations in English and mathematics. Results have been mixed. Usually students have improved their grades but only a small proportion has improved enough to gain grade C or above. This year opportunities to resit in mathematics have been restricted to those achieving grades D or E in GCSE at the end of Year 11. Students are making satisfactory progress in lessons and it is anticipated that all students will gain a high grade: already one student has done so, in the November examinations. Lessons in key skills (communication and number) have been introduced for all sixth formers: they are making satisfactory progress, except in information technology.
16. Achievement on vocational courses is sharply different. In art and design, students do well and standards in lessons are good. Students completing art courses in 2001 achieved satisfactory results at intermediate level and good results at advanced level. In information and communication technology, results have been very low. In business studies, while recent results at advanced level have been satisfactory, standards on the intermediate course observed during the inspection were low. The intermediate courses in business studies and in information and communication technology are too demanding for the students enrolled, who have poor literacy skills.

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

17. Students' attitudes to school are satisfactory, as they were at the time of the last inspection. Considering the low level of attainment and lack of maturity of many students when they join the school, this is a positive picture and makes significant contribution to their progress. Most students say, and parents confirm, that they like their school. Students appreciate the additional academic and leisure activities available to them. Students with special educational, and language, needs are well integrated in lessons and respond well to the individual support that they receive. In many subjects, most students are enthusiastic about their work, as in art, where they are keen to learn new skills and develop their own ideas. In mathematics, most students are interested in the lesson activities and want to improve standards. Students make good progress in English lessons; they try hard to do their best. Students usually listen carefully to their teachers and readily answer questions. A good example of this was seen in a Year 11 drama lesson, where students were well motivated, incorporated the teacher's advice and made good progress. In a small number of French, geography and science lessons, where weaknesses were evident in teaching, students showed little interest and did not learn.
18. Students' behaviour is satisfactory, overall. They usually co-operate well with teachers in upholding good discipline in lessons, and are attentive and calm. These features have a positive impact on their learning. Students understand the school's expectations of good behaviour and most respond well to the system of rewards and sanctions. Some parents expressed concerns about bad behaviour in lessons, and students interviewed confirmed this. In a small number of lessons observed, students' behaviour was unsatisfactory. They lacked enthusiasm, worked at a slow pace and distracted others, thus slowing down learning. Students' behaviour is satisfactory outside lessons but they are not always careful when moving in the circulation areas. Some pushing and shoving occurs and also a little boisterousness. Students show respect for property but the site is not entirely litter-free, particularly the dining area. Older students say that incidents of bullying are infrequent. Inspectors saw some minor incidents of anti-social behaviour but these mostly stemmed from immaturity.
19. The numbers of fixed period and permanent exclusions have increased since the last inspection and both types were high in the last school year. Permanent exclusions, 12 in the last year, were for serious offences. Most fixed period exclusions were for one to five days, notably in Years 8 and 9, and for a variety of reasons, including abusive language and assault. Exclusions exceeding this period (many for 10-20 days) mostly involved older students and were for assorted reasons, including unacceptable behaviour and assault. The autumn 2001 figures indicate many fewer

exclusions than in the autumn 2000 figures, but in Year 11 fixed period exclusions were almost three times higher than for the corresponding period of 2000. The school has taken several steps recently to support, counsel and mentor those students at risk of exclusion. While the initiatives seem beneficial, it is too early to conclude that there is a downward trend in exclusions. The school follows procedures for exclusion correctly. Some groups of students, notably Black Caribbean students, are represented highly amongst those excluded, as they are nationally.

20. Students' personal development is satisfactory, assisted by their good relationships. Many lack basic learning skills: they are not well organised, and need reminding about equipment and homework, for example, which limits the benefit some gain from lessons and other activities. Some immaturity is evident. Most students are helpful and enjoy talking to visitors about their work. The students rightly say that they like people in the school because there is a natural ease with which all students are included in school life. All groups of students work well together, sharing materials and ideas in lessons. They respect each other's beliefs and express their opinions without fear of ridicule, as observed in some English and religious education lessons. They take responsibility and help in the classroom and around the school, when given opportunities, as in Year 8, when students work as receptionists in the office. They are considerate and helpful towards Vale students. Those who represent others in the school council fulfil their role well. Students take part in a variety of extra-curricular and learning support activities with enthusiasm.
21. Students' attendance is below the national average and 90 per cent threshold, and this is unsatisfactory. In some tutor groups, particularly in Years 9 and 10, attendance was around 85 per cent last school year (2000-01). It was better in Years 7 and 11. The weakness is in unauthorised absence, which is now well above the national average and above the average for Haringey. Unauthorised absence was worst in Year 10 last year, when it averaged 5.6 per cent, compared with the school average of 2.6 per cent. This is due partly to truancy and also to some parents' lack of familiarity with school requirements. Authorised absence is below the national and Haringey averages and is mostly due to illness, family holidays during term-time and to exclusions. The school has worked hard to reduce authorised absence to this level and applies criteria strictly. Irregular attendance means that the students concerned do not fully benefit from the curriculum offered by the school, especially at the time when they embark upon GCSE or vocational courses. Many students are late for school and, as at the time of the last inspection, to lessons.

## **Sixth form**

22. Inspectors found students well satisfied with sixth form arrangements: their attitudes to the school are good. However, sixth formers attending lessons are a small proportion (about a quarter) of those eligible to stay on in Year 12 and many of those (about half) who return in September drift away before their course is completed. Attendance is not satisfactory: it is below that in Years 10 and 11 and unauthorised absence is very high. Students behave well. Exclusions are not a feature of the sixth form. Students work well with others of all backgrounds. They can work independently and use research materials, including the Internet, but this is not a strength. Many are held back by low standards of literacy. Overall, their key skills are not developed enough to sustain sixth form work.
23. The reasons students give for liking the sixth form include the quality of teaching. They are equally pleased with the personal help and support they receive from teachers and the help they are given to settle into the sixth form. Inspection evidence supports these favourable views. Some students are not happy with the range of enrichment activities provided and the way the school listens to them and responds. Inspectors found that there are neither many extra-curricular activities for sixth formers, nor many opportunities for them to take responsibility in the school. On the other hand, staff are caring and relationships are good and inspectors found no weakness in the school's listening and responding to sixth formers. Students also express concern about the advice they receive regarding their futures. While the careers guidance arrangements are similar to those in many schools, a significant proportion of students are either not ready for or not suited to the courses they are following: results are low, overall. Students' underlying concern about how their sixth form courses are helping them towards a chosen career or course of future study, is justified for some.
24. Relationships are good. Students benefit from positive relationships with their teachers and each other. Most discussed their learning constructively in lessons and were confident about asking if

they did not understand. In a Year 12 mathematics lesson, students related well to the teacher, were keen to maintain the pace of learning and made good progress in learning about trigonometry. In a Year 12 art lesson, students' appreciation of African art work helped them make good progress in the design of textiles. However, some students lack maturity and are not well organised. In business studies, for example, they need reminding to complete their work in time.

25. Students' personal development is satisfactory. They are able to discuss their work and plans for the future, and they are keen to talk about their interests, but their expression of ideas is not well developed. All students have the opportunity to meet a tutor on a regular basis to review their progress and set targets for future work. Most students undertake these reviews seriously. The 'learning for life' programme in personal, social and health education and both formal and informal contacts with tutors help students to learn to make informed choices about personal issues. Counsellors and representative from external organisations also support students' welfare. Students avail themselves well of these opportunities.

## HOW WELL ARE STUDENTS TAUGHT?

26. The quality of teaching is satisfactory overall, with strengths in several subjects; teaching and learning are good in Years 10 and 11. In lessons observed, the teaching was satisfactory or better in 94 per cent of lessons, good or better in 57 per cent and very good, occasionally excellent, in 12 per cent of lessons. Learning followed a similar pattern. Teaching is much better than at the last full inspection. Teaching and learning now are satisfactory or better in 94 per cent of lessons, good or better in 60 per cent and very good (occasionally excellent) in 12 per cent of lessons. At the last inspection the proportions were much lower of satisfactory or better lessons, at 81 per cent; good or better at 45 per cent; and very good or excellent teaching in eight per cent.
27. In nearly all subjects, teachers are appropriately qualified and most use their knowledge well. In English, teachers draw on their knowledge to ask pertinent questions which check students' understanding of language and plot, and make them think, as observed, for example, when Year 8 students were reading from *The Friends*, Year 9 students were reading *Stone Cold* and Year 10 students were studying *A View from the Bridge*. Art teachers draw on their wide range of knowledge so that lessons cover a good variety of skills and telling links are made with the work of established artists, as in a Year 7 lesson, when students made very good progress in their own drawing in different media and in their understanding of surrealism. Year 11 students produced exciting, high quality art work, in response to the teacher's guidance and excellent demonstration of the use of flat pattern and simple images with black outlines, in the style of Patrick Caulfield. In humanities, teachers' subject knowledge is good in geography and history. In religious education, however, there is no subject specialist. While teaching is mostly satisfactory, and sometimes good, the teachers' own understanding is limited in aspects of the subject - for example, about the principles underlying different religions - which, in turn, limits students' learning about and from religions. The school is fortunate to have well-qualified subject specialists (native speakers) in Turkish who use their knowledge very effectively to help students, nearly all of whom speak Turkish at home, successfully prepare for GCSE. The students progress well and achieve very good results.
28. In the great majority of lessons (over 90 per cent), students are managed effectively, enabling them to progress: this was consistently the case in English and art lessons observed. In media studies, students work collaboratively and while the pace sometimes slackens towards the end of the lesson, they retain positive attitudes and contribute helpfully to discussions. They enjoy the practical aspects of the subject (for example, creating a short video film) and respond well to the teachers' high expectations. In all physical education lessons observed, students participated well and progressed in a range of carefully managed and challenging activities, including badminton (Year 7), football (Year 8) and swimming (Years 9 and 10).
29. However, in most other subjects one or two lessons were observed in which students' learning was held back because their interest was not captured. Most of these lessons were for younger students who showed their immaturity by silly or restless behaviour (as in mathematics, science, and personal, social and health education with Year 8 students). In several lessons, a small group of boys distracted others (as in Year 7 drama, Year 8 geography and Year 9 design and

technology). Small groups of Turkish students did not listen and pay attention in Year 9 French. The reasons for unsatisfactory behaviour were a combination of weak learning skills (including literacy, self organisation and listening) and lack of challenge in the lesson. Older students, in occasional lessons in history and information and communication technology, became passive and bored when the lesson pace was slow. Classroom management and subject interest were not enough to hold the attention of a few students in a Year 11 religious education lesson who repeatedly distracted others and slowed down learning. The students test the skills of the teachers new to the school and senior managers are aware of this. They provide good support for the teachers but more could be done to equip students with the skills they need for learning. When their interest is captured and lessons are challenging they learn well.

30. Lesson plans generally take account of the average ability of the class and teachers adapt work or use supplementary material for lower or higher attaining students. Lessons include a suitable variety of activities to help students to progress. Evaluation is effectively used in drama. Among younger students (Years 7 to 9) their learning needs are hugely diverse because many have very low literacy levels, including some very able students who are just starting to learn English. In English, teachers provide extra lessons and place good emphasis on literacy: students are helped to catch up. Commercial software is effectively used to strengthen literacy and numeracy skills among younger students and teachers' records show students are making good progress. In the best mathematics lessons, thorough planning and use of a variety of strategies enable younger students to progress well - as observed in a Year 7 class, learning about symmetry. By the end of the lesson they understood lines of symmetry in simple shapes. Older students in mathematics are grouped on the basis of their ability, and this helps teachers to plan work of appropriate difficulty and students to progress well. Planning is systematic in science and includes a suitable variety of activities. Progress in science is best when expectations are high and students understand what they are expected to learn - as in a Year 10 lesson on photosynthesis, and Year 11 lessons on energy changes in chemical reactions, and refraction. In science lessons with younger students, teachers' expectations are not always high enough regarding what they should learn, so progress tends to be satisfactory, rather than good. In French, teachers often share with students what they are expected to learn and this helps them to progress. However, teachers do not use spoken French as much as they could in lessons, which tends to limit students' listening and speaking skills. Planning is generally sound in design and technology lessons, with appropriate emphasis on the design process. In music, lessons observed were well planned. Support from the local education authority adviser was enabling the new teacher to set appropriately challenging work and hold students' interest. The school's good computing facilities are well used in information technology lessons, supported by the teachers' clear instructions and systematic assessment. In most other subjects relatively little use is made of information and communication technology. This is an area for improvement in the school's development plan.
31. In most subjects, work is regularly marked and teachers generally write helpful comments on the work of older students (Years 10 and 11) to help them improve. Older students know their predicted GCSE grades and examples were seen of teachers making it plain what was expected to lift their grades - as in media studies and art - but inspectors saw little evidence of this in design and technology. Homework is not used enough with younger students, although generally it is well used for students in Years 10 and 11.
32. The significant proportions of students with special educational needs and those at the early stages of learning English receive most of their teaching in classes mixed with other students. Overall, students in all years make satisfactory progress and, when individual support is available, progress is good. Subject teachers are aware of students' individual education plans, which are specific and clearly related to students' needs. While lessons are adapted helpfully to enable students to cope, in the mixed ability classes lower down the school some weak students struggle to keep up. All students with statements of special educational needs receive their entitlement to individual support. Because of staffing difficulties, there have been interruptions in the support available for other students, with less pronounced needs. In Years 7, 8 and 9, students with special educational needs benefit from some teaching in small groups. Teachers emphasise phonics, explain vocabulary and reinforce reading and writing skills. Sessions on computers with commercial software (literacy and numeracy) programs help students to improve further. Students' need for basic skills support continues into Years 10 and 11. Learning support teachers provide it by developing practical projects with small groups, such as organising a sale of crafts, which offered many opportunities for extending vocabulary and using numbers. In some subject lessons, students receive extra help with coursework. English and physical education

teachers are particularly skilled at planning lessons that carefully match the needs and abilities of the students. Overall, teaching is satisfactory.

33. Most students who speak English as an additional language learn and make progress in line with students overall: that is, they learn satisfactorily in Years 7 to 9 and better in Years 10 and 11. Language support teachers make effective use of assessment to plan suitable activities. Much of the time students learn in classes alongside other students. Subject teachers modify work and simplify language, with moderate success. The school's arrangements to help subject teachers provide for students learning English through partnership teaching have been hampered by shortage of specialist language teachers but all students are now benefiting from the implementation of the Key Stage 3 Strategy. Most teachers refer to key words (displayed in classrooms), encourage students to draft and improve their writing and some subjects are using writing frames to help students organise their ideas. Students do not have many opportunities for extended writing, however, and teachers do not regularly ask students to read aloud - although good examples of this were seen in science, English and geography. Younger students benefit from systematic help with both literacy and numeracy through the use of commercial software programs. The students enjoy these sessions and are making measurable progress. Overall, teaching and learning in literacy are satisfactory, but numeracy is not so evident across the curriculum and, in this, students' progress is unsatisfactory.
34. Students who are just beginning to learn English have an induction course of one term. The specialist help provided for students is good but its effect is diluted because for much of the time students are taught in general lessons, without individual help and some have difficulty coping. Most of the 45 students at an early stage of learning English are Turkish. Those in Years 7 and 8 have a weekly English literacy class, taught in Turkish. The support they receive is good and their teachers maintain good links with their parents. A few students who are just beginning to speak English come from homes where other languages are spoken. Students without classmates who have the same home language have no immediate source of help. Students who arrive during Years 10 and 11 are further disadvantaged. They have little chance of catching up on the examination syllabus and much work is written. The school tries to be flexible and arrange individual timetables but, in many cases, this is not an effective substitute for classroom support.
35. The school is fully aware of the need for more teaching support but is hampered by lack of staff. Whenever teachers were seen in lessons supporting students, learning was good. When account is taken of the diversity of need, both specialist and subject provision, teaching and learning are satisfactory in Years 7 to 9 and generally good in Years 10 and 11.

### **Sixth form**

36. While teaching and learning in the sixth form are satisfactory overall, there are marked differences across curricular areas. In art and design and media studies students progress well in response to good teaching. In English and mathematics, students learn well and make satisfactory progress although achievement, in terms of examination results, is modest. In other subjects, overall progress is slow or students start with such low standards of attainment that very few are likely to gain accreditation for the course they are following. In many cases, students are held back by low literacy levels or because they do not speak English. No separate learning support is provided for sixth formers, and this holds back the learning of many, although lessons in key skills are now provided, in which progress is satisfactory.
37. Teachers' use of their subject knowledge is a general strength. It is used to particularly good effect in art, media studies and English. In these subjects, teachers draw on their subject knowledge to enliven lessons, challenge and deepen students' understanding. For example, in an art lesson observed, Year 12 students made very good progress in creating illustrations for a story book for young children in response to the teacher's high standards, using examples of African art and commercial print styles and fonts. The students were also required to read to the class the short stories they had written - which helped them improve their speaking and writing. In media studies with Year 13 students, teachers use their expert subject knowledge to organise lessons to capture interest and focus on examination requirements. Teachers probe, to deepen students' understanding - for example, about new media technology. They explain technical terms clearly and insist on the correct use of language. Similarly, effective emphasis is placed on language in English lessons - as observed with Year 13 students working on poems of World War I. With guidance and effective questioning from the teacher they made good progress in analysing the

structure, theme and language of poems. On their own, however, most had difficulty interpreting and developing ideas to the required standard. In a Year 12 English lesson observed at the local further education college, good emphasis was placed on the techniques and practice required to improve writing.

38. The only mathematics lessons provided in the sixth form are for GCSE resits and in key skills. In both, teachers use their subject knowledge effectively to analyse students' weaknesses and to build on their understanding. Mathematics teachers place effective emphasis on subject vocabulary and working systematically. Students respond by following procedures and setting out their work neatly. They are keen students but their skill levels are low.
39. In other subjects inspected in detail - vocational courses at intermediate level in information and communication technology and business studies - students have started courses with low levels of attainment. They find it difficult to understand the concepts required and some are disheartened with their slow progress. Most do not have the organisational and study skills expected of sixth formers, most have low literacy skills and some are just starting to speak English. Teachers use their subject knowledge to present work systematically and help students to make satisfactory progress in individual lessons. Students present so many diverse and complex needs that overall progress is slow. Students are working below expectations for the courses they are studying, but make satisfactory progress in language and literacy, through discussion and recording their work. In a Year 13 sociology lesson observed, while teaching was satisfactory, and clear explanations were provided to help students understand contemporary views of the role of religious in society, students did not use concepts at the level expected at A-level. With only two students in the lesson, debate and development of ideas were hampered.

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

40. The curriculum in the main school is satisfactory. Strengths include the generous amount of time given to English in Years 7 and 8 and above-average amount of time for mathematics in Year 7: these arrangements contribute much-needed improvement in basic skills for younger students. While plans for the support of students who are starting to speak English are good, in practice the help given to them has been held back by staff shortage. Similar staffing difficulties among the learning support team constrain curricular support for students with special educational needs. A good start has been made implementing the Key Stage 3 Strategy for the improvement in students' literacy skills. Teachers in most subjects place effective emphasis on the correct use of language, although practice is not consistent across the school. Numeracy, however, is not given enough emphasis, except for the start which has been made in mathematics. All students study information and communication technology across Years 7 to 9 and effective use is made of commercial software with younger students to help to improve their literacy and numeracy skills. When account is taken of these various contributions to improve students' basic skills (literacy, numeracy and computer skills), provision is satisfactory.
41. A good range of subjects is provided across Years 7 to 9, which reflects the National Curriculum requirements. All students study drama, religious education and personal, social and health education. However, within this overall good provision there are shortcomings. The extra time provided for English (and mathematics) in Year 7 reduces the time available for other subjects - so much so, that curricular coverage is limited in design and technology and also in music. Schemes of work in all subjects acknowledge the need to provide work appropriate for the level at which individual students are working. Inspection findings, however, are that often in lessons the work is planned for about the average in classes (all of which are mixed ability in Years 7 to 9) and more could be done to challenge the more able. Curricular plans for personal, social and health education take good account of requirements for health, sex and drugs education and include opportunities for developing understanding of citizenship, relationships and how to cope with bullying. Until Year 9, however, relatively little time is provided for developing study skills and many younger students find it hard to organise themselves in lessons and homework. The scheme of work for religious education covers the topics of the locally agreed syllabus but curricular coverage in lessons is too often inadequate because non-specialist teachers do not place enough emphasis on learning from religious education (although students cover the factual aspects of the syllabus). Requirements for religious education are not met.

42. The curriculum in Years 10 and 11 includes both good and weak features. Overall it is satisfactory and allows students to make very good progress between the end of Year 9 and GCSE. Good features include the introduction of some grouping of students on the basis of their attainment (as in mathematics and information and communication technology) and the provision for all students of a humanities subject and personal, social and health education. All students study an information technology subject to GCSE, but in most curricular areas relatively little use is made of technology. This area needs improving, and has been held back by lack of training opportunities for teachers. Satisfactory emphasis is placed on study skills (in personal, social and health education), which is much needed. Religious education, with GCSE accreditation, is provided for all students although, as lower down the school, not enough emphasis is placed on learning from religious education, so the requirements of the locally agreed syllabus are not met. A good feature of the curriculum is provision of Turkish as a modern foreign language. A significant minority of students, nearly all of whom speak Turkish at home, successfully take the subject and gain good grades at GCSE. However, many of the other students are disappointed from studying a modern foreign language and miss out on this aspect of their learning. The school has plans to increase provision in French, and re-establish it to its former strength, over the next few years. A few vocational opportunities are provided, including a new link course with a local college of further education, for those students who find it hard to sustain the conventional school curriculum. Vocational education is satisfactory. Well-taught careers education lessons are provided in Years 9 and 11, in which a good range of materials is used. Students benefit from two weeks' work experience in Year 10. Links with employers enhance students' understanding of the world of work and employers' expectations - for example, through job interview practice. Visits are made to universities to raise students' aspirations. While there are not many links between subjects and industry, the design and technology curriculum has been enhanced by visits (to see the production of pitta bread, cakes and a multinational soft drink). The only vocational course provided is in health and social care (at foundation level in Year 10) so few students have opportunity to benefit from this style of learning.
43. The school provides a satisfactory range of extra-curricular activities. In the term of the inspection the programme included clubs in most subjects, with several opportunities in art and design and technology. Collaboration with Haringey Shed provides good opportunities in drama for students with special educational needs. No activities were provided in music (because of staffing changes) though some were planned. Physical education and other teachers provided a good range of sports activities, including opportunities for different year groups to improve their skills in football and basketball. All students, as well as gifted and talented students, had opportunity to learn chess. Reading and folk dance clubs were provided for Turkish students.
44. At the last full inspection the current timetable arrangements had been recently introduced. Now they are well established. Many features remain similar but several improvements have been made. Grouping of students by ability has been introduced in several subjects. The curriculum has been strengthened in several areas, including mathematics, careers, information and communication technology and support for students with special educational needs. Several improvements have developed because they are supported by externally funded initiatives - for example, through the government's Key Stage 3 Strategy (which is strengthening literacy) and the small education action zone (which is also helping to improve provision for younger students and developing the use of commercial software to improve the writing skills of students who are learning to speak English as an additional language). The zone is supporting opportunities for the gifted and talented, through masterclasses and the 'Playing for Success Study Centre' at Tottenham Hotspur Football Club. The local education authority has helpfully provided support for music teaching, during recent staff shortages.
45. Curricular provision for students with special educational needs in Years 7, 8 and 9 is satisfactory. Use of computers with commercial software (to improve literacy and numeracy) and small group lessons in English are effective. Students in Years 10 and 11 benefit from a support option, which helps them keep up in all their subjects. The school provides a course which leads to certification and recognises students' achievement in a variety of practical areas. This develops their organisational and basic skills and provides a stepping stone to further qualifications. When appropriate, the special educational needs co-ordinator will make further individual arrangements in place of GCSE option choices. Some students who find it hard to continue learning at school benefit from a school-college link course, which includes tasters in several vocational areas.
46. Responsibility for planning provision to meet students' special educational needs has been delegated to heads of department and heads of year. Departments write the individual education



plans and arrange suitable work for students with learning needs. Heads of year work with mentors for students with behavioural difficulties. These are new initiatives, intended to improve the ways in which subject work and pastoral support are adapted to help students. The fall in this term's exclusion rate may indicate the positive impact of the mentors.

47. The school has carefully planned its deployment of staff to benefit as many students as possible. All students with little knowledge of English have an induction course of one term, which is extended for some. The course covers basic grammar, everyday knowledge, and school life. It is organised as a rolling programme, so students join it when they arrive. It successfully familiarises students with the school. The language support teachers and subject departments co-operate on partnership teaching in agreed areas in the hope of disseminating expertise in teaching and materials as widely as possible. In Year 8 science, a bilingual Turkish teacher works with Turkish students in class, having seen lesson plans in advance. A glossary of science terms in Turkish and English has been prepared. The Turkish students make very good progress, but a student speaking another language has benefited little. Few departments provide examples of widespread impact upon their own practice of partnership teaching. In one case, staff absence has disrupted the partnership. A few classes have a support teacher in a lesson to support students, and these students make better progress. In Years 10 and 11, students can choose an English support option that is designed to improve their language skills in all areas and leads to a certificate of achievement in English. This provision is well adapted to student needs. Collaboration between language support teachers and their colleagues in the English department and supporting students with special educational needs strengthens the school's literacy provision and benefits all.
48. Support for Turkish students is good. A weekly English literacy class is taught in Turkish for Turkish students in Years 7 and 8. The department arranges translation of letters and materials for Turkish parents, as well as interpreting when necessary. An evening is set apart for Turkish speaking parents to discuss their children's progress.

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

49. Provision for students' social development is very good. The school fosters a sense of community and strongly promotes equality of opportunity. Students experience respect for differences in a school that is committed to civilised values. The school council is effective. The presence of the Vale students is a unique and special opportunity which enhances the life and learning of the school. The pastoral provision is very good and special initiatives support those needing extra support. The programme of personal, social and health education is good, sociology is a popular and successful GCSE course and citizenship has been introduced in Year 11. Many opportunities are provided in lessons for students to work collaboratively, in pairs or groups. The school enhances its socially inclusive role through its many links with the community in its neighbourhood.
50. The school provides well for students' moral development; there is a clear moral code and expectations of behaviour are high. The adults in the school are good role models and encourage students to behave responsibly. The programme of personal, social and health education allows consideration of moral values. In English lessons the study of literature includes discussion of motivation and behaviour. Moral awareness is a feature of science lessons. In religious education, however, there is not enough time or expertise to show students how different moral systems emerge from different beliefs about life.
51. Provision for students' cultural development is satisfactory. The ethnic richness and cultural diversity of the student population are valuable resources. Art makes a major contribution to students' personal development and extends their cultural horizons. Music, however, is weak. Concerts and other school productions are not a strong feature. International evenings to celebrate cultural diversity occur but are infrequent. Opportunities to explore cultural assumptions through religion are undeveloped. With Turkish, through language teaching and community links, the school is very successful but not enough is done to give students experience of France or to develop their awareness of French culture.
52. Provision for students' spiritual development is satisfactory. The school respects its students' religious identity. Muslim students are allowed to use a room for Salah and on Fridays to attend Salat-ul-Jumu'ah at the local mosque. Teaching styles value students' questions and their

contribution to lessons. Teachers help students to understand human feelings and their impact on life. Tutors are assisted in this by training in the use of circle time. The school also provides tutors with a one-line *Thought for the Day*, but the use and impact of this is too variable. In form tutor periods observed during the inspection, the *Thought for the Day* was little used. Assemblies, which students attend once a week, strengthen students' commitment to the school and develop moral values, but do not always include a moment for reflection or other such opportunity for collective worship. Religious education, which could make a powerful and distinctive contribution to spiritual development, fails to do so.

53. Improvement since the last inspection in the provision for students' social development has been good. Successful links with the local community have had their own momentum towards improvement. Further progress is inhibited by the lack of co-ordination in planning and provision and the absence of an arrangement to monitor and evaluate effectiveness and rates of participation. By these means the school might more readily identify its aspirations for its students and possible areas for improvement.

### **Sixth form**

54. The curriculum in the sixth form is unsatisfactory. The range of subjects offered is very limited. In Year 12 at the school, three courses leading to General National Vocational Qualifications (GNVQ) at foundation and intermediate levels are offered in art and design, business education and information and communication technology. For the first time this year, the school has decided not to provide any advanced level courses in Year 12. Through the local consortium of schools and the further education college, Year 12 students could enrol on a limited range of AS-level courses (in English, law, drama and media studies) and a further vocational course (health and social care) at partner institutions. In addition, students who failed to achieve high grades at GCSE can retake examinations in English and mathematics at the school. Year 13 students were permitted to complete their A-level courses and chose to do so in English, media studies and sociology at the school. The teaching time for each A-level and GNVQ subject offered at Northumberland Park is below the teaching time usually provided in sixth forms. This is a particular disadvantage in this school, where many students started the sixth form with levels of attainment at GCSE examinations that were well below average for students beginning sixth form courses. These students often have difficulty in working independently and need much support and guidance from teachers. No systematic learning support is provided and many students need this. Teachers pay attention to literacy and basic skills and all students can attend key skills lessons; help with information and communication technology is available outside of lesson time. The sixth form offer is not attractive to students; most choose to study elsewhere and many of those who initially enrol do not complete their course. The loss of teaching time has a significant impact on students' progress and an adverse effect upon achievement.
55. Time is made available for students to meet careers advisers, receive formal careers advice and to develop individual career action plans. However, these plans do not always match students' aspirations to aptitude and ability. Personal, social and health education provides sound advice and support on a range of topics including study skills and substance abuse, but the development of personal and learning skills is unsatisfactory. The provision for physical education, one lesson per fortnight, is inadequate and a significant number of students do not take advantage of the activities offered. Although students have the opportunity to participate in business activities through a local consortium, neither formal organised work experience nor job shadowing, with a range of local companies, are available to them.
56. Provision for students' personal development in the sixth form follows the pattern reported for the main school, except that provision overall is satisfactory rather than good. Students are encouraged to take responsibility for their own learning, but such opportunities are not well developed throughout the curriculum. The work of the school council, activities in personal, social and health education and outside lessons (for example, the Duke of Edinburgh's award scheme) provide opportunities for the development of the students' social skills and decision-making. Religious education is not provided so this statutory requirement is not met. Assembly is satisfactory: reference is made to religion and opportunity for reflection but there is little involvement by students and on most days there is no opportunity for reflection. The requirement for worship is not met. Inspectors agree with students' views that there should be a wider range of sixth form courses and more opportunities to become involved in activities which enrich the normal curriculum.

## HOW WELL DOES THE SCHOOL CARE FOR ITS STUDENTS?

57. Pastoral arrangements are very good; the school is as caring as it was at the last inspection. Staff work hard on building good relationships. They are then able to identify individual needs and provide good personal support and guidance for students. Students' welfare is well supported through the curriculum which includes sex education and drugs awareness, and by visiting specialists, including counsellors, youth workers, the drugs awareness team and the representatives of the local police. The school has a strongly supportive ethos which seeks to benefit all of its community. Individual students are valued and there are good opportunities to discuss issues with them.
58. Health and safety procedures are satisfactory, overall. Child protection procedures are in place. The designated officer is knowledgeable in child protection matters and keeps others informed of procedures. However, procedures for students in public care and for child restraint have not been formalised yet. The arrangements for first aid are satisfactory. Several members of staff are qualified in first aid and are careful in looking after students who are unwell, but students are treated in the office area; there is no medical room in which sick students can rest. Fire drills are regularly held. Risk assessment is not an established feature of the school; as a result of the inspection, some health and safety issues in science and drama were reported to the school, which dealt with them.
59. The school has a good variety of arrangements to support students' personal development, including tutorials and a well organised programme of personal, social, and health education. Extra-curricular activities, visits and visitors from the community and initiatives such as the health project also support students' personal development. Students and parents receive appropriate information and guidance at times of making choices, particularly in Years 9 and 11. Students' personal development is helpfully monitored by the pastoral teams, and through the reporting system.
60. The procedures for monitoring and promoting good behaviour are effective: the school is orderly. Students understand the system of rewards and sanctions and those who do not are firmly dealt with, for example through exclusion. Behaviour is mostly well managed but in some lessons, particularly in the lower school, teachers find students hard to manage, with the effect that learning slows down. The promotion of good behaviour is reinforced by the support system. Counselling and learning mentors set targets to involve students more in their own progress. Staff are good role models for the diverse student population in the school. Arrangements are in place to monitor and inform parents of behaviour through, for example, the reporting system. Procedures for monitoring and eliminating any bullying or oppressive behaviour are effective. Bullying is addressed through the curriculum in, for example, personal, social and health education, and in drama. Pastoral teams monitor incidents. Students and parents say that reported incidents are dealt with firmly.
61. The school works hard at improving students' attendance but the procedures are not effective enough to obtain the rate of attendance that matches the national average. Registration requirements are met and attendance information is appropriately processed. Authorised and unauthorised absences are identified and attendance data are widely shared. Patterns of absence are monitored by the pastoral teams and parents are contacted when there are concerns. Communication with parents is difficult sometimes, either because they are not contactable or because they do not speak English. On referral from the heads of year, an administrative assistant follows up absence by contacting parents of targeted students on the first day of absence. Lateness is noted but not always firmly challenged. The school is rightly aiming to use a more effective electronic system for attendance and to employ a Turkish speaking attendance officer. Involvement of the local authority's education welfare service is low. School staff, who provide student support, counselling and mentoring, receive information on attendance, but their links with parents on matters of attendance are not formalised. The school could helpfully consider strengthening these links, to reduce absenteeism and lateness.
62. Arrangements for assessing how students are getting on in their studies and using the resulting information have improved since the last inspection and are satisfactory, overall. Departments receive information on students' attainment in National Curriculum tests taken in Years 6 and 9

and record and monitor students' progress in their own subjects. With the introduction of computerised record-keeping systems, departments are starting to make very good use of information for tracking the progress of individuals - as in English and science. Assessment is well used in several departments in planning suitably challenging work, to help students to improve - as in English, art and physical education. In mathematics, modules of work, for example, investigations in Years 7 to 9, are assessed and the information is used to review the grouping of students. Record keeping is generally good. Test results and those of formal assessments are held centrally in the school and used to predict performance in National Curriculum tests and in GCSE examinations. Arrangements to carry out assessment vary across departments and in three subjects are weak - in religious education, music and information and communication technology: teachers record each student's performance in specific areas of each subject but progress is not always described in terms of the National Curriculum levels as, for example, in art.

63. Procedures for monitoring and supporting students' academic progress are satisfactory. Information derived from assessment, together with that from the pastoral support system, helps in setting goals for students to attain. This includes target-setting at the end of the summer term and individual action planning, in which students identify necessary improvement. Guidance is supportive and helpful, but students do not always appreciate exactly what they have to do to improve, because guidance is sometimes too general. Similarly, although annual reports to parents identify the characteristics and progress of their children and usually suggest areas for improvement, targets are too general. The tutors have a good overview of their students' progress and attitudes and they have daily contact with them. Students who need help with their work are well supported to improve their academic performance, for example through the homework club, summer schools and revision classes.
64. Assessment arrangements for students with special educational needs are good. Thorough assessment is carried out on students' entry to the school. Their individual plans are specific and targets clearly related to need. Subject teachers are aware of the individual education plans. Annual reviews take place on time and efforts are made to ensure parents can attend; their response is good. Language translation increases the involvement of Turkish parents.
65. Students at the early stages of learning English are assessed carefully. The information is well used to monitor their progress and, when they receive specialist help, to plan appropriate work.

Information is augmented by National Curriculum assessments carried out in the English department. Overall, arrangements are satisfactory.

## **Sixth form**

### ***Assessment***

66. The procedures for assessing students' attainment and progress in the sixth form have some good features but are unsatisfactory, overall. Too many students slip behind on their courses, which are not appropriately matched to their abilities.
67. Work is regularly checked and students feel that they get good and helpful feedback that helps them to improve their work. They feel that if there is a serious weakness in the quality of their work the teachers will make a point of discussing issues with them. Students are involved in producing their twice-yearly reports and this enables them to evaluate their own work. Relationships in the sixth form are warm and teachers individually help the students who are falling below expectations. However, there are many students who have special educational or language needs and they do not receive any specific support.
68. While data resulting from national tests and examinations are kept on individual students, students' performance is not systematically monitored against predicted AS/A-level examination results. As a result, target-setting is superficial and there is no established practice of tracking students' progress. Arrangements for the verification of vocational courses in art are well established, but not in business studies and information and communication technology, where students need considerable help.

### ***Advice, support and guidance***

69. Students receive good pastoral support throughout their time in the sixth form. Students and their parents are appropriately informed about the content of courses through meetings, publicity materials and interviews. Admissions arrangements are clear and students consider that enrolment and induction are efficient and informative and help them to settle in the sixth form quickly. The sixth form handbook is useful. Students are informed of their rights and responsibilities, rules and expectations, and they behave well. They are also informed of the school's routines and expectations about attendance and punctuality. Procedures are not effective enough, however. Attendance and punctuality are both unsatisfactory. Relations between form tutors and students are cordial. Tutors make every effort to guide students on personal matters. Students are referred to external agencies, if appropriate.
70. Students value the help and support that they receive from their tutors. Students' welfare and development are supported through the curriculum, including the 'learning for life' programme. Aspects of health and safety are covered in personal, social and health education lessons, which include visiting speakers. For example, a representative of the local drugs awareness team held a very useful session on drugs education in a lesson during the inspection week. Students benefit also through the management training courses organised by the local education and business partnership, though there is no programme of work experience. The sixth form council and some sports activities organised by the students themselves also play a part in students' personal development. The head of the sixth form and tutors pay careful attention to monitoring and reviewing students' progress and keep records of students' performance.
71. The school and external advisers provide careers guidance to students, in line with that in most schools, including appropriate careers materials, guidance on higher education, on 'gap' years, employment and further training. Students can receive an individual careers interview with a careers adviser. However, advice is not effective enough. Many students are allowed to embark on courses that are not appropriate for their levels of attainment and their interests. Too many students do not complete their courses, and leave.

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

72. Parents are generally supportive of the school and believe that their children like school. Parents believe that sixth formers also like the school but a few parents at their meeting felt that the travelling required was unreasonable. While those who returned the questionnaires and attended the parents' meetings were generally satisfied with the school, many keenly felt that some features need improvement. Overall, the school has satisfactory links with its parents but they are not as strong as were found at the time of the last inspection.
73. Parents feel comfortable about approaching the school and are satisfied with the extra-curricular activities that the school offers. They are generally satisfied with teaching but concerned about staff changes. Some are critical of the academic standards that the school achieves. Inspectors found that parents' views and concerns are largely justified. Some parents have concerns about the use of homework, particularly in Years 7 to 9. They do not strongly feel that the school helps their children's personal development. The inspection team found that students' personal development is satisfactory and the homework, whilst not satisfactory in early years, is appropriate for students in Year 10 and above. Some parents are not happy with the behaviour in the school, support for students who are at an early stage of learning English and the information they receive on the progress of their children. The inspectors found that behaviour in the school is satisfactory, as is the information about students' progress. The support for students who are just starting to learn English is inadequate, but support is satisfactory for those who have moderate competence. Parents' concern about the quality of food at lunchtimes is understood by the school. Plans are in hand to change the catering arrangements.
74. The quality of the information which parents receive from the school is satisfactory for them to influence their children's learning. The newsletter is helpful. Parents are invited to consultation and target-setting evenings and these provide valuable occasions for them to discuss their children's progress. Students' progress reports give parents little information about how well their children should be doing and how parents can help to improve their children's performance. The prospectus and annual governors' report are informative, but the prospectus, a part of the borough-wide prospectus, does not separately contain statutory information about comparisons with for

national tests or results of public examinations. Communication through the homework diaries is patchy. Communication with some parents is inadequate, since little information goes home in languages other than English and Turkish. Translation services are provided for Turkish families, through arrangement with the department supporting minority ethnic achievement.

75. Overall, the impact of parents' involvement in the work of the school is satisfactory. The parents make satisfactory contributions to their children's learning by inspiring them to learn and by supporting the work of staff in helping the students to overcome academic or personal problems, but their direct contribution in the life of the school is low. Parent governors are active and visit the school regularly. There is no parents' association. The school works closely with parents of students with special educational needs. There are good opportunities for parents to meet with the special educational needs co-ordinator and other support staff, and most of these parents attend their children's annual reviews. Links with the families of Turkish students who are starting to learn English are good and help the students to settle in the school.
76. Sixth form students spoken to or who had completed their questionnaires expressed favourable views about the school. They think well of teaching and appreciate the help and support which they get from teachers. Their main concerns are about careers' advice and range of extra-curricular activities, and inspectors confirm that there are weaknesses in both areas.

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

### ***Leadership and management***

77. The school is strongly and effectively led. Since the last inspection, GCSE results have improved more quickly than they have done nationally. Teaching is better now than at the last inspection. Progress has been made on all key issues of the last report, several being assisted through external initiatives, which are used well. For example, improvements in literacy and oracy have benefited through the Key Stage 3 Strategy and raising expectations through the 'gifted and talented' initiative. The monitoring and review of students' progress are much improved and the tracking of the progress of individual students is being developed in English, mathematics, science and art and extended to other subjects. Efforts have been made to improve punctuality and the timetable (with some changeover time and 70 minute lessons) reduces time wasted during the day but punctuality at the start of the day remains unsatisfactory. Computing facilities are much better now and substantial improvements have been made in accommodation. Overall, satisfactory improvement has been made since the last inspection.
78. The school is facing challenging circumstances through the social context in which it works - one of the most disadvantaged in London - and has difficulties in recruiting teachers, in common with many other schools in the region. Strong, purposeful leadership by the headteacher, deputies and leadership team has helped to maintain focus on raising standards and systematic improvement. Action plans for the plethora of external initiatives have been helpfully summarised into an operational plan that is manageable. Very good relationships exist among senior staff and co-ordinators of externally funded projects, who have regular presence in the school. The head of The Vale, while separately managing his own school, works collaboratively within the senior management team. Consultation arrangements - with regular meetings by departments, heads of year and all teachers - are good. senior managers work closely with heads of subject departments. Responsibilities are clearly delegated. Commitment to equality of opportunity is strong, underpinned by school and departmental policies. Awareness of areas or staff needing support is good. For example, arrangements for supporting teachers new to the school, some of whom are tested by the behaviour of students, are good. Finance, administrative, librarian and school-keeping staff make strong contributions to school management. Within their own areas they work hard to do their best to provide a high quality service for the school and its students.
79. At the time of the inspection, the co-ordination of special educational needs provision was managed effectively by an experienced teacher, normally second in the department. Other permanent members of staff were temporarily absent (on maternity leave) but their posts were filled by non-specialist or temporary teachers. The acting co-ordinator had maintained external links, the usual arrangements to ensure students' entitlement, and trained the temporary team. Overall, management was satisfactory, to the credit of the acting co-ordinator and team, although some discontinuity has been inevitable.

80. Leadership of the small team of teachers who support students learning to speak English as an additional language has many good features. Assessment is carefully planned and the several specialist support activities are well managed. Overall development of support across the school has been limited by shortages of staff. Initiatives are in hand to augment resources through an externally funded project. Collaboration between language support teachers, colleagues in the English department and the special educational needs team strengthen literacy provision and benefit students. Overall, management is satisfactory.
81. Governors are well informed and evaluate honestly the strengths and weaknesses of the school. They contribute effectively to plans for improvement by maintaining constructive dialogue with senior managers, who brief them on matters concerning school effectiveness. They regularly monitor results and have high expectations of school performance. They have taken particular interest in support for students with special educational needs, in providing opportunities for all students (to minimise exclusions), and the composition of teaching groups (in relation to mixed-ability or setted groups). Their understanding of the school is good. They fulfil their responsibilities, except for the provision of the locally agreed syllabus in religious education, and of collective worship.
82. School improvement and departmental plans are supplemented by plans for external initiatives. All include monitoring arrangements. Performance management arrangements are in place. Teaching, homework, attendance and results are monitored systematically and inform plans for improvement. Staff development opportunities are very good, augmented by links with many external initiatives. The school led on the initiative for the small education action zone which is fostering a productive partnership with local schools, and raising expectations of achievement of younger students.
83. Financial planning to support school development is very good. Through maintaining a focus on main priorities; raising achievement and improving learning, social inclusion, recruitment and retention of staff, and the development of the school community, the many initiatives in which the school participates are drawn into a coherent picture. Resources for externally-funded initiatives are effectively and appropriately used. The learning mentor project, funded by Excellence in Cities, is helping vulnerable students to cope and stay in school. As a result of the gifted and talented initiative, more opportunities are being provided for more able students.
84. The school has a substantial financial deficit, agreed with the local education authority. In part this is because of the large building programme, and the funding the school is required to contribute to this. Administration of the budget is very competent and efficient, making appropriate use of computer systems. The school is seeking to improve the software used for administrative purposes. Already this is well used at school level to monitor attendance and results, and departments are starting to use the system for tracking students' progress.
85. Resources for students with special educational needs are wholly used for their intended purpose, although the system for "buying back" local authority services is expensive for the school. Monies for students starting to learn English are likewise appropriately used, but with staff shortages the effectiveness of their use has been satisfactory, rather than good.
86. The school considers carefully the cost-effectiveness of its decisions. Since the last inspection, investment in computers has been substantial, leading to all students in Years 7 to 11 learning information technology. Very good technical support, and the capacity to build computers, enable the school to acquire new computers at nominal cost. Collaboration with Tottenham Hotspurs Football Club has helped with internal redecoration and extends learning opportunities, through use of their study centre. The school is reviewing catering arrangements to provide healthier food at better prices, as well as to increase the range of ethnic food and improve the catering equipment.
87. The total amount of money coming into the school is well above average, but when account is taken of funding for external initiatives the amount of money per student is about average. External funds are justified and monitored externally, and inspection evidence is that they are effectively used. Bearing in mind the money coming from the local education authority, the very low levels of attainment of students on entry in Year 7 and the achievement they make up to the end of Year 11, which is good, the money is well spent. However, the sixth form is relatively expensive in terms of effort for the number of successful examination results and the cost of its provision and this reduces overall value for money to satisfactory.

## **Resources**

88. Overall levels of resourcing - staffing, accommodation and learning resources - are adequate. Within this satisfactory picture there are marked strengths and a significant weakness. The school has had difficulty in recruiting suitably qualified teachers to fill vacancies, in common with many schools in the London area. At the time of the inspection there were eight vacancies for permanent teachers. Lack of a subject specialist in religious education has weakened teaching of this subject. Shortage of suitably qualified teachers in design and technology and French has restricted curricular opportunities for both subjects. The level of staffing appears generous, until account is taken of how the school represents supply teaching time, which reduces the level of teaching staff to average. About half of the teachers have been in the school for two years, or less. The school makes strenuous efforts to support them. Arrangements for newly qualified teachers are particularly good. On the whole, staff development opportunities are well planned and organised to support staff needs and school initiatives. Recently, all staff attended literacy training as part of the Key Stage 3 Strategy. However, many have still not benefited from government training to develop their information and communication technology skills.
89. Support staffing is generous, overall. Students are starting to benefit from help given by learning mentors. But not enough classroom assistance is available to help students with special educational needs or to provide language support for students beginning to learn English. These are serious constraints in a school with so many students with learning needs.
90. Accommodation is adequate within a site which is small for a school of this size. The buildings are well maintained and provide a business-like environment in which to work. There are enough classrooms. A substantial improvement programme is underway, with recent benefits to information and communication technology, design and technology, media studies and art. Physical education facilities are good, but music accommodation is inadequate and science is in need of refurbishment. Plans are in hand to improve accommodation for both subjects. The dining room, library and sixth form accommodation are all small for the numbers of students using these facilities. Several important aspects of provision are based in huts: careers and support for English as an additional language.
91. Learning resources are generally adequate. Computer provision has been significantly improved since the last inspection, but the network does not allow full use of the Internet. The library stock is good and includes appropriate books, matched to the interests and reading abilities of students. Borrowing rates are high among younger students. The library is heavily used, yet older students (many of whom need reading practice) make little use of it. Generally, departments are well resourced and have adequate equipment, except for science and design and technology. Resources available within the school are supplemented by visits outside - to activities and events in London, for fieldwork and to support art, drama and English.



## **Sixth form**

### ***Leadership and management***

92. The management of sixth form courses is shared because of consortium arrangements and has not led to a coherent offer of courses which are attractive to students. Overall, leadership and management of the sixth form are unsatisfactory. The sixth form caters for a fairly small proportion of the Year 11 students, most of whom choose to study elsewhere. Only about one half of the students who join the sixth form complete their courses and examination results are very mixed. Students achieved successfully in art and design, media studies and Turkish courses but their progress with regard to other subjects and courses, while sometimes satisfactory, is not enough to enable them to gain accreditation for their efforts, and many progress very little, because of weaknesses in literacy and basic skills. While art and design and media studies courses are viable, courses in other subjects are not. The governing body does not meet all of its legal responsibilities concerning the sixth form; there is no daily act of collective worship and no provision for religious education.
93. The arrangement by which provision is shared among neighbouring schools and the further education college has been well intentioned and originally was led by the school, in order to provide a wider range of suitable courses and to provide an increased pool of teaching resources. However, the school underestimated the reluctance of students to travel between different establishments and their desire to be taught on one site. As a result, the uptake of courses at partner establishments by students on the school roll has been very limited, resulting in a significant reduction in the effectiveness of the sixth form provision. When account is taken of Year 11 destinations, the college is by far the strongest provider, in terms of course offer, number of students and the support it can provide. A recent initiative to develop joint sixth form provision with a local university (which is closer than the further education college) is being considered by the school. It is time to take stock and review the opportunities for all Year 11 students - too few are attracted by current arrangements which, in the view of OFSTED inspectors, are inadequate.
94. Students in Year 11 receive good advice regarding the availability and the content of courses, but many students are permitted to embark upon courses which are too demanding for them, as in business studies, this year. Consequently, even though more than 50 students started the sixth form in 2000, fewer than 25 remained by the end of the year and only 13 continued into Year 13 of which, now, only 11 remain. Income for the sixth form has been reduced, in consequence. The sixth form is not cost effective and is being subsidised from the budget which could have been allocated to the main school.
95. Although the arrangements for the day-to-day running of the sixth form are satisfactory and students' attendance is monitored, attendance remains unsatisfactory. The school has no system for the regular monitoring of students' academic progress and, although students receive termly counselling they are not constantly made aware of their attainment in the subjects they are studying. Hence, students have few indications of their chances of success. The school has few indicators of whether students are achieving as well as they should be or of where there should be concerns about the teaching in a subject. In consequence, the standards of work and the achievement of students are both below average. No support is provided for students who have special educational needs or for whom English is an additional language. They make satisfactory progress in basic skills, including literacy, in the courses they are following but their progress towards the qualifications they seek is unsatisfactory.

### ***Resources***

96. Overall, accommodation for sixth form teaching is good. However, the sixth form common room is small and does not provide adequate space in which students can relax or work comfortably. Teachers are adequate in number and have appropriate qualifications to teach the available sixth form subjects and courses. Appropriate training has been provided to support the development of good teaching methods for AS-level topics. The school has not monitored the teaching of sixth form courses and no targets for future achievement have been set. The resources for most sixth form subjects are adequate. The provision of equipment for information and communication technology is good but there are not enough suitable text books for business studies.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

*To raise the standards of work, attainment and progress of students, the governors, headteacher, senior management team and staff should:*

- (1) Raise teachers' expectations of students' attitudes to learning and achievement in Years 7 to 9 (paragraphs 4 and 29);
- (2) Provide systematic teaching in study skills, accelerate plans for literacy and numeracy and strengthen the support provided for students with learning and language needs (paragraphs 5, 11, 12, 32, 33, 40, 41 and 103);
- (3) Improve curricular planning and assessment of students' progress in design and technology, history, music and religious education (paragraphs 159, 175, 176, 204 and 218);
- (4) Strengthen teaching of religious education, so that the requirements of the locally agreed syllabus are met, and provide consistently good opportunities for reflection and collective worship (paragraphs 27, 41, 42 and 52);
- (5) Improve sixth form provision to increase students' participation and success (paragraphs 54 to 56 and 66 to 68).

### **Sixth form**

- (1) Improve the match of courses to students' abilities and interests (paragraphs 23 and 54 to 56);
- (2) Provide systematic support for students with low levels of literacy and study skills (paragraphs 22 and 54);
- (3) Improve the rigour and frequency of the monitoring of students' progress (paragraphs 66 to 68 and 95);
- (4) Review strategies for improving the progression of Year 11 students into the sixth form and their subsequent success (paragraphs 71, 76 and 94);
- (5) Pursue opportunities for collaboration with other post-16 providers so that the course offer is viable and attractive (paragraph 93).

In addition to the preceding areas for improvement the following less significant weaknesses need attention:

### ***Main school***

Practical strategies for teachers new to the school for the management of students who are disruptive (paragraph 29); the range of activities using information and communication technology in all subjects (paragraph 42); the effective use of homework (paragraph 31); the take-up of French in Years 10 and 11 (paragraph 42); and attendance (paragraph 21).

### ***Sixth form***

Curricular planning and monitoring of students' progress in business studies (paragraph 226) and information and communication technology (paragraph 232).

The school has a good sense of its own strengths and is aware of areas for improvement. All of the issues raised are included in school plans. The implementation of programmes for monitoring the curriculum and developing provision, both for Key Stage 3 and the sixth form, will cover subjects of the curriculum mentioned by inspectors. Work within the small education action zone is planned to strengthen basic skills and accelerate the learning of younger students.

## **PROVISION FOR AND STANDARDS ACHIEVED BY STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

97. Inspection of the provision for and standards achieved by students with English as an additional language was separately specified for this inspection. The department known as Services for Ethnic Minority Achievement (SEMA) is responsible for provision, across Years 7 to 11 only, because of funding arrangements.
98. The proportion of students who come from homes where a language other than English is spoken - 52 per cent - is well above average. Of these, 13 per cent are at early stages of learning English and 45 students are just beginning to learn English.
99. The school analyses GCSE results by ethnic background. Asian students achieve the best results. Caribbean students' results are the lowest. The results of the Turkish students, the largest ethnic group, have fluctuated above and below the school averages for 1999 – 2001, and these fluctuations are linked to prior attainment. The school's GCSE results, which are well below the national average but better than in similar schools, include the results of students who speak English as an additional language. Overall, their progress is satisfactory across Years 7 to 9 and good in Years 10 and 11.
100. Detailed analysis of students' progress in English from 1999 to 2000 shows that the school met the borough targets for those at the earliest and most advanced stages of learning English. The progress of students at the intermediate stages was somewhat below. However, this analysis is based upon comparisons made at a specific point and pays no regard to the length of time that students have actually been learning English. Overall, the progress of all students in learning English as a second language is satisfactory. However, evidence from lesson observations indicates that some students just starting English are receiving little help and not doing as well as they could.
101. The school has carefully planned its deployment of staff to benefit as many students as possible. All students with little knowledge of English have an induction course of one term that may be extended. The course covers basic grammar, basic everyday knowledge and school life. It is organised as a rolling programme, so students join it when they arrive. It successfully familiarises students with the school. The language support teachers and subject departments co-operate on partnership teaching in agreed areas in the hope of disseminating expertise in teaching and materials as widely as possible. In Year 8, a bilingual Turkish teacher works with Turkish students in a science class, having seen lesson plans in advance; a glossary of science terms in Turkish and English has been prepared. The Turkish students make very good progress in that class, but another student speaking a different language benefits much less. Few departments provide examples of widespread impact of partnership teaching upon their own practice. In one case, staff absence had disrupted the partnership. In a few classes, a support teacher is present and students make better progress. In Years 10 and 11, students can choose an English support option which is designed to improve their language skills in all areas and lead to a certificate of achievement in English. This provision is well adapted to students' needs. Effective collaboration between language support teachers and colleagues in the English department and special educational needs team strengthens approaches to literacy, and students progress.
102. A weekly English literacy class is taught in Turkish for Turkish students in Years 7 and 8. The department undertakes translation of letters and materials for Turkish parents as well as interpreting when necessary. An evening is set apart for Turkish speaking parents to discuss their children's progress. The provision for Turkish students is good.
103. Despite these systematic attempts to ensure that every student who needs help receives it, many cannot manage in class. For example, some students in mathematics and science copy from the board without understanding what they are doing. Students without classmates who speak the same language have no immediate source of help. Students who arrive in the middle of Years 10 and 11 are at a further disadvantage. They have little chance of catching up on written work for examinations. The school tries to be flexible and will arrange individualised timetables as far as possible but, in many cases, this is not an effective substitute for teaching support.
104. The school is fully aware of the need but is hampered by lack of staff. Leadership and planning of provision have many good features. Whenever teachers were seen in lessons supporting

students, progress was generally good. Some subject teachers, for example in the English department, try hard to adapt work and succeed in doing so. Staff absence and recruitment difficulties have substantially reduced the amount of teacher support available. The department makes every effort to ensure that all students can participate fully in all aspects of school life. It has been particularly successful in establishing links with the Turkish community.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	Years 7 – 11	173
	Sixth form	22
Number of discussions with staff, governors, other adults and students		63

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Years 7 – 11</b>							
Number	2	19	79	63	8	2	0
Percentage	1	11	46	36	5	1	0
<b>Sixth form</b>							
Number	0	3	12	6	1	0	0
Percentage	0	14	54	27	5	0	0

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

### Information about the school's students

Students on the school's roll	Y7 – Y11	Sixth form
Number of students on the school's roll	1070	37
Number of full-time students known to be eligible for free school meals	665	8

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	31	0
Number of students on the school's special educational needs register	365	7

English as an additional language	No of students
Number of students with English as an additional language	572

Student mobility in the last school year	No of students
Students who joined the school other than at the usual time of first admission	92
Students who left the school other than at the usual time of leaving	62

## Attendance

### Authorised absence

	%
School data	7.7
National comparative data	8.1

### Unauthorised absence

	%
School data	2.6
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 students in final year of Key Stage 3 for the latest reporting year	2001	135	97	232
	(2000)	(124)	(74)	(198)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	30 (52)	44 (38)	34 (24)
	Girls	35 (43)	26 (15)	20 (10)
	Total	65 (95)	70 (53)	54 (34)
Percentage of students at NC level 5 or above	School	28 (48)	30 (27)	23 (17)
	National	64 (63)	66 (65)	66 (59)
Percentage of students at NC level 6 or above	School	3 (9)	8 (9)	5 (5)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	26 (27)	50 (52)	24 (26)
	Girls	27 (19)	42 (31)	16 (14)
	Total	53 (46)	92 (83)	40 (40)
Percentage of students at NC level 5 or above	School	23 (23)	40 (42)	17 (20)
	National	65 (64)	68 (66)	64 (62)
Percentage of students at NC level 6 or above	School	7 (8)	11 (12)	3 (4)
	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 students in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	109	78	187
	(2000)	(104)	(80)	(184)

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys	17 (17)	86 (77)	101 (92)
	Girls	16 (18)	75 (68)	73 (77)
	Total	33 (35)	161 (145)	174 (169)
Percentage of students achieving the standard specified	School	18 (19)	86 (79)	93 (92)
	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 student	School	27.4 (27.6)
	National	39.0 (38.4)

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

### 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	11	12	23
	(2000)	(6)	(3)	(9)

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	3.3 (10.0)	4.1 (N/A)	3.7 (10.0)	2.5 (1.8)	2.3 (2.3)	2.3 (2.0)
National	(17.7)	(18.6)	(18.2)	(2.6)	(2.9)	(2.7)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those students who achieved all those they studied	School	47	68
	National		N/A

### ***Ethnic background of students***

	No of students
Black – Caribbean heritage	226
Black – African heritage	162
Black – other	0
Indian	16
Pakistani	2
Bangladeshi	7
Chinese	38
White	549
Any other minority ethnic group	110

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	110	4
Black – African heritage	33	0
Black – other	0	0
Indian	2	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	2	1
White	104	5
Other minority ethnic groups	31	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y13**

Total number of qualified teachers (FTE)	68.5
Number of students per qualified teacher	16.2

#### **Education support staff: Y7 – Y13**

Total number of education support staff	24
Total aggregate hours worked per week	742.5

#### **Deployment of teachers: Y7 – Y13**

Percentage of time teachers spend in contact with classes	64.9
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	22.5
Key Stage 4	21.7

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-01
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	£
Total income	4,171,532
Total expenditure	4,141,085
Expenditure per student	3,614
Balance brought forward from previous year	-197,900
Balance carried forward to next year	-167,453

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	39
Number of teachers appointed to the school during the last two years	44.3

Total number of vacant teaching posts (FTE)	9.8
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4.8

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	1111
Number of questionnaires returned	140

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	39	6	2	3
My child is making good progress in school.	49	34	9	4	4
Behaviour in the school is good.	45	31	11	6	7
My child gets the right amount of work to do at home.	33	34	15	15	3
The teaching is good.	42	31	12	8	7
I am kept well informed about how my child is getting on.	41	36	14	6	3
I would feel comfortable about approaching the school with questions or a problem.	63	26	4	5	2
The school expects my child to work hard and achieve his or her best.	64	25	6	3	2
The school works closely with parents.	45	31	11	6	7
The school is well led and managed.	40	31	6	9	14
The school is helping my child become mature and responsible.	44	29	12	11	4
The school provides an interesting range of activities outside lessons.	37	29	8	11	15

### Other issues raised by parents

The parents' meeting was attended by 24 parents and included a good number of parents of minority ethnic backgrounds. A Turkish translator was present who enabled many parents to join in the discussion. The views expressed were broadly similar to those in the questionnaire. Overall, parents were supportive of the school but they also expressed views that the following were not good enough: instances of bullying and fighting (mostly outside the school); occasional breakdown in relationships; the quality of food at lunchtimes; changes in teachers; lack of help in literacy and for students at the early stage of learning English; the amount of travelling expected of sixth formers. At the end of the meeting, they agreed the school is a good place to be and is better than it used to be, but they would like improvements.

## 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

- Achievement by the end of Year 11 is very good: standards are above the average for similar schools.
- Teaching is good: effective questions assess students' understanding and extend their thinking.
- Students learn well: they concentrate on their work and try hard.
- Leadership and management are very good: all teachers are committed to helping students improve.

#### Areas for improvement

- Attainment, especially in the National Curriculum tests at the end of Year 9.
- The more consistent development of students' independent learning skills.
- Greater use of information and communication technology: access to computers is difficult.
- More in-class support, especially for students who are at the early stages of learning English.

105. At the end of Year 9 in 2001, results in the National Curriculum tests were very low compared with the national average, and below the average for similar schools. Nevertheless, this represents satisfactory achievement in relation to attainment in literacy on entry, which was very low. Results have fluctuated in recent years. In 2000, for example, although results were well below the national average, they were above the average for similar schools, which represented very good achievement. In 2001, staffing instability and illness adversely affected results. Results in English are better than those in mathematics and science. Girls do better than boys, although to a lesser extent than nationally.
106. In 2001, the proportions of students reaching the higher grades (A\*-C) in the GCSE English language and literature examinations were very low compared with national averages, but average across the full range of grades (A\*-G). In English language, results were above the average for similar schools and a little higher than in 2000, when they were slightly above the school average. In English literature, results were about average for the school and similar to those of recent years. Girls do better than boys, although the difference is not as great as nationally. Students' achievement is very good relative to results in the national tests at the end of Year 9.
107. In lessons and work seen, standards were well below average in Year 9. However, the work of higher attaining students matches and sometimes exceeds that expected nationally. Overall, standards in speaking and listening are below, rather than well below, average and better than in reading and writing. Students speak clearly, although limitations of vocabulary lead to brief responses from lower attaining students and those at the early stages of learning English. In response to skilful teaching, however, students extend their ideas well – as in a Year 9 lesson observed, where discussion centred on Link's reactions in Swindell's *Stone Cold*. In most lessons, students listen carefully to the teacher and to one another, as when a story is shared. Attention wanders, though, towards the end of lessons. Students read accurately, if hesitantly. Many younger students need to concentrate hard on deciphering print; their reading skills are very low and they do not read expressively. In all classes, however, a few students read fluently and with clear attention to pause and pace. While most students grasp the gist of what is read, the more able students also understand detail. Students write for a wide range of occasions. They write poems, set out letters and newspaper articles, compose scripts for plays and comment on aspects of what they read – for example, about evil in Anne Fine's *The Tulip Touch*. Students find it difficult to adapt their style to different circumstances – for example, the use of standard English in formal writing – and write as they speak. Spelling, punctuation and grammar are weaknesses and students with learning and language difficulties find it hard to structure sentences and vary vocabulary. More able students write with flair, paragraph work well and reach a good level of accuracy.
108. In Year 11, standards cover a wide range but overall are well below average. The work of higher attaining students exceeds the national average and is in line with standards required for high grades (A\*-B) at GCSE. Students speak with greater confidence and answer questions in more

depth, though many do not have the range of vocabulary to express complex ideas. They listen well to what is said and respond appropriately. Students read more fluently and with sound understanding, although only a few can comment on a writer's choice of language. Only the more able grasp hidden meaning. Students show an interest in literature. For example, in lessons on *Of Mice and Men*, Year 11 classes were fascinated by the contrasting characters of George and Lennie. Students extend their writing skills well in Years 10 and 11. They reflect on their childhood in *My Autobiography*. They comment on gothic convention in Roald Dahl's *The Landlady* and Wilkie Collin's *A Terribly Strange Bed*, and on the role of the inspector in *An Inspector Calls*. Middle and lower attaining students do not focus consistently on the topic and lapse into retelling the plot instead of evaluating character. Students with the potential to achieve a higher grade (A\*-C) use quotations to support opinion and develop argument in detail. Their work is carefully structured and mostly with well-chosen vocabulary, but they sometimes lapse into the language of speech. Middle and lower attaining students make frequent errors of spelling, punctuation and grammar: these hinder their communication of ideas. They use drafting effectively to eradicate errors and improve expression. The presentation of final drafts is good, sometimes enhanced by word-processing.

109. Teaching and learning are good overall, and best in Years 10 and 11, when they are consistently good or better. They are at least satisfactory in all lessons, good or better in three-quarters and very good, occasionally excellent, in a quarter. Teachers' knowledge and understanding are very good. This leads to incisive questioning to test learning and to make students think. In a Year 11 lesson, the teacher's questions probed students' knowledge of Curley, Candy and the Boss in *Of Mice and Men*. Students were expected to support their comments with reasons - and this extended their understanding and oral skills. In English, relationships are good: students enjoy their work and want to learn. Attitudes to learning are good and students behave well in most lessons. Teachers' planning is good, with a variety of activities in each lesson to sustain interest. Group work is successfully used to help students to learn. In an introductory lesson for Year 11 on *Of Mice and Men*, the teacher provided groups with information sheets about the 1930's depression in the United States of America. In groups, they listed key points and students shared these with the class. This gave a clear context for the reading of the novel and developed students' research skills very well. Lessons are most successful when students are actively involved in their learning and the teacher sets a brisk pace. When the pace slackens between activities or when lessons are not rounded-off effectively – with a review of what has been learnt, for example – some of the impact of the lesson is lost. Teachers mark work conscientiously, often giving helpful comments to show students how to improve. They are tireless in their efforts to raise standards of literacy and to develop an interest in literature.
110. The curriculum is good. Response to the Key Stage 3 Strategy has been prompt, as seen in the revision of schemes of work, especially for Year 7, and in Year 7 lessons, which begin with a brisk spelling activity well-related to the book the class is reading, and to subsequent written work. The school recognises the importance of improving students' literacy and knows that many students find literacy a barrier to learning. Generous teaching time is allocated to English in Years 7 and 8, and small groups of Year 7 students are withdrawn three times a week for catch-up classes, which are delivered with enthusiasm and pace. Additionally, in Year 7 the use of a computer program, recently introduced for all students, enables them to proceed at their own speed. They enjoy and benefit from the practice this provides. The after-school homework club caters for GCSE students needing assistance, and theatre visits enhance the understanding of plays. English teachers work hard to provide different materials to match students' capabilities, but the achievement of students at the early stages of learning English is only just about satisfactory, whereas other students progress well in lessons. Not enough support is provided for students with special educational needs and for those at an early stage of learning English, as an additional language. Information and communication technology is underused, as access to computers is difficult. The department has plans to rectify this and a teacher has recently been put in charge of developing this aspect of learning. Assessment is regular and well-documented on computer, so it is easy to track each student's progress. Data is sometimes used in planning, but this is an area the department has identified in its development plan, for further attention.
111. Leadership and management are very good. The head of department leads by example and is very supportive of his colleagues. He has coped well with instability in staffing, which has inevitably interrupted students' progress and slowed initiatives. Monitoring of the department is achieved through observations of teaching and group moderation of students' work. Team spirit within the large department is good: all teachers focus on the key priority of raising attainment

across the school. Resources are adequate overall, but there is only one functioning television and video set within the department and this restricts teaching methods. Accommodation is enhanced by good wall and corridor displays celebrating students' achievement.

112. Since the last inspection, improvement has been satisfactory. Results in National Curriculum tests and in external examinations are similar, but the difference in attainment between boys and girls has significantly decreased. GCSE results represent good progress from very low levels of attainment on entry in Year 7; most of the gains are made in Years 10 and 11. Redrafting is more systematic and listening skills in Years 7 to 9 are better. However, errors in written work persist and students still find it hard to write in a formal style. Information technology continues to be underused. Behaviour in class is better and teachers provide a more varied selection of activities in the long lessons.

### ***Literacy***

113. Students' standards of literacy in all school subjects are well below average for many, especially among students with special educational needs and those at the early stages of learning English: weaknesses in literacy are a significant barrier to learning. The school is conscious of this and the Key Stage 3 Strategy in English has been swiftly implemented. A study group, organised by the Tottenham Hotspur Football Club, provides extra-curricular support and special provision is made for small Year 7 groups to attend catch-up classes in reading and writing. Opportunities are provided in many lessons for students to practise and improve their literacy skills, both in English, and also in other subjects. In science, students read worksheets – very occasionally, aloud – and study texts. The reading scheme in French includes a good range of books and is generally used as extension material for students who have completed written work. However, few opportunities were seen during the inspection for students to read aloud, except in English and geography, which restricts progress in literacy. Most subjects display key words, which helps students to increase their vocabulary. In mathematics, teachers make good use of these words in lessons, focusing, for example, on 'reflection' and 'rotation' to promote learning. Although students write in most subjects, there is not as much extended writing as there could be. In science, higher attaining students write at length. Others are less confident in using scientific terms in written work; they manage only a brief paragraph or a list of short sentences. Students have opportunities in art to write creatively, in composing poems to complement their art work. Drafting is successfully employed in design and technology, when students look at product analysis and identify the strengths and weaknesses of product design. Writing frames in French help students to improve the accuracy of their work in Years 10 and 11. Literacy is poorly developed in religious education, where much work is merely filling in gaps in sentences, and oral work does not lead to writing tasks, which would help students practise writing skills. In much written work spelling, punctuation, grammar and sentence structure are significant weaknesses and hinder communication. Students who are only just starting to learn English find writing a great challenge, as they do not receive enough support in lessons and do not progress as well as they should.

### ***Media studies***

114. Media studies was inspected as part of English provision. Media studies is a popular subject at GCSE level, with two groups in Year 11 and three in Year 10. Results in 2001 were in line with the national average, girls doing better than boys. In 2000, results were well above average. Standards depend on the prior attainment of students choosing the subject. Students do better in media studies than in most of their other subjects.
115. Inspection evidence is that standards are average in Year 11. Students write on different genres, such as soap opera, and collate questionnaires. They consider target audiences for advertisements and the representation of young people in films. The content of assignments is good. Able students structure essays well, use media terms appropriately and sustain an argument convincingly. Middle and lower attaining students sometimes fail to develop points fully and describe rather than evaluate. Work is marred by errors of spelling, punctuation and grammar. In lessons, students discuss film techniques and learn to film and edit a television advertisement, working well in small groups. They develop the use of media language with the help of key words prominently displayed in classrooms.
116. Teaching and learning are good. In one lesson observed, teaching was very good. Teachers have very clear objectives and get the best out of students. For example, in a Year 11 lesson on film

techniques, students used a camcorder effectively to shoot sequences and evaluate them. They enjoyed the practical work, behaved well and tried hard to evaluate their performance in relation to examination criteria. As a result, learning was good. Teachers' instructions are crystal clear, so students know what they have to do and no time is wasted. A purposeful working atmosphere prevails because relationships are good. Students are fully involved in learning, concentrate hard and work well in groups, except when the session goes on for too long, and students do not develop skills further. Marking is good, with helpful comments telling students how to improve.

117. The teacher recently put in charge of media studies co-ordinates efficiently the work of the department, and is very enthusiastic about the subject. There is firm emphasis on raising attainment and on teaching to the examination syllabus.

## MATHEMATICS

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

### Strengths

- Standards are improving in National Curriculum tests at the end of Year 9 and at GCSE, relative to students' earlier attainment.
- Students work well with their teachers and each other.
- Teaching and learning are satisfactory overall with some good features; teachers prepare lessons well and provide an environment in which students can learn.
- Leadership and management are strong; teachers work together effectively and have a shared commitment to improve students' attainments.

### Areas for improvement

- Lesson planning, so that all students are well challenged, especially in Years 7 to 9.
- Teaching strategies, to motivate students more strongly in Years 7 to 9.
- Opportunities for students to use computers to enhance their mathematics learning.
- Classroom support for students with learning difficulties and those learning to speak English.

118. Results of the National Curriculum tests in recent years have been very low when compared to those of all schools nationally. This was also the case in 2001, and when compared to similar schools the results were well below the average. This represents satisfactory achievement relative to students' attainment on entry to the school, which was very low. Girls do not do as well as boys. Results have improved steadily over recent years, but remain well below the national average. Results are similar to those in English and better than in science.
119. GCSE results are well below the national average. In 2001, the proportion of students gaining the highest grades (A\*-C) was well below average and below the average when compared with similar schools. The proportion of students achieving across the full range of grades (A\*-G) was also below average. Results, overall, were a little below those in 2000. Students' achievement, relative to their attainment at the end of Year 9, was satisfactory. Girls performed better than boys.
120. Standards in lessons and in the work seen during the inspection, although covering a wide range, reflected the examination results. Overall attainment at the end of Year 9 is well below average. Students attain a little better across Years 10 and 11 than Years 7 to 9. By the end of Year 9, the more able students understand the use of negative numbers. They are able to enlarge simple shapes but because their drawing skills are weak, their diagrams are not always accurate. Middle ability students understand the multiplication and division processes and use these effectively with whole numbers; they use easy fractions in everyday contexts but find the relationships between radius, diameter and the circumference of circles difficult to grasp. The drawing skills of lower attaining students, including those with special educational needs, are weak. They have some understanding of different angles, and lines which are perpendicular, but their constructions of these lack accuracy; they are not skilled in the use of equipment such as a ruler and compass. When identifying patterns in sequences of numbers they recognise and use factors, multiples and prime numbers. Students who speak hardly any English and are new to the school make little, if any, progress unless another adult in the classroom individually supports them. Not enough support is assigned to the department to support these students effectively. Overall, relative to the very low attainment levels on entry to the school, students make satisfactory progress across Years 7 to 9.

121. Achievement across Years 10 and 11 is satisfactory and a little better than in Years 7 to 9. Overall, attainment is below average in Year 11. Able students have progressed well and their attainment is close to the national expectation for students of their age. They use the ratios of sine, cosine and tangent effectively to solve problems in two dimensions and understand and use the conditions of similarity to identify similar triangles. Middle ability students can identify the rules of linear sequences and express these algebraically. A range of work is covered by lower ability students, including those with special educational needs, to effectively reinforce their understanding and skill in the use of number. For example, they round figures to the nearest whole number, calculate simple percentages and use basic rules with fractions and decimals. They lack an understanding of the use of pie charts and find the proportional parts difficult to calculate. A group of students, from a low set in Year 11, were well challenged when asked to draw scatter graphs from given data. They drew diagrams with satisfactory accuracy and they could identify and explain positive and negative correlation.
122. The quality of teaching is satisfactory overall, but varies. In about two out of five lessons seen it was good or better; occasionally it was very good. It was unsatisfactory in a little more than one out of ten lessons observed. Teaching was best in Years 10 and 11, where it was never less than satisfactory. In Years 10 and 11 students are arranged in sets according to their ability in mathematics and teachers effectively adapt the work to the needs of these students. In Years 7, 8 and 9 students are arranged in mixed ability groups and the work is not always successfully adapted to cater for the full range of attainment levels. Students' learning is closely linked to the quality of the teaching and, although satisfactory overall, it was unsatisfactory in one out of four lessons observed in Years 7 to 9.
123. Overall strengths in teaching are the teachers' good subject knowledge, which enables them to explain work clearly and sequentially so that students learn systematically, and well-managed lessons which promote good relationships, enabling students to participate and be involved in the work of the lessons. Homework, which takes account of the different attainment levels of the students, is planned in keeping with the school's homework timetable and helps to reinforce the students' learning. Not all students complete their homework and this not only creates gaps in their learning but also slows down their progress. Homework programmes form part of the students' assessments.
124. Where teaching is very good, so is the students' learning. For example, in a Year 7 mixed ability class, the students were engaged in lively discussions, promoted by the teacher's expert use of probing questions and insistence on full explanations that helped to reinforce their understanding. Students were able to extend and develop their mathematical knowledge and understanding of ideas (symmetries of shapes) as well as to improve their language skills. Students were enthusiastic and keen to contribute and their behaviour was exemplary. The teacher's high level of skill in planning and managing the mixed ability group ensured that all groups of students made at least good progress. Occasionally, teachers do not take account of the different needs of all students. For example, in a Year 8 mixed ability class, where the lesson was not well structured, the students made little progress. The main activity of the lesson (investigating the number of slabs needed to surround different sized ponds) failed to challenge the more able students and they became inattentive. Most students were confused by the teacher's unclear explanations about how to translate the patterns identified from the task into a generalised form, and they became distracted. This slowed down their progress. The assessment procedures that measure students' progress are comprehensive and records are kept centrally within the department. Students are assessed through homework programmes and regular tests. Teachers use these assessments to plan the work and to know how well the students are doing.
125. Students' attitudes are mostly satisfactory. Most of the students show interest in lessons and are keen to contribute. Students' behaviour is mostly good in lessons. Occasionally, younger students find it hard to concentrate throughout the full 70 or 75 minutes, especially if the lesson does not include a variety of activities. This slows down their rate of work and limits their progress.
126. Leadership and management of the department are strong. Teachers work well together and all have a shared commitment to help students achieve as highly as possible. In Years 7 to 9, the schemes of work are comprehensively planned for students to have their own individual programmes. This results in different aspects and levels of mathematics being covered within each class and students are responsible for their own rate of working. The methods teacher use

to improve the work rate of students are not always successful; further developments are needed. Activities have been included in the curriculum of Years 7 to 9 to take account of the National Numeracy Strategy and these effectively build on the work of the primary schools; students' number skills are improving. The schemes of work throughout Years 7 to 11 do not include sufficient activities in the use of information and communication technology to enhance their learning in mathematics, for example the use of spreadsheets and databases.

127. Improvement since the last inspection has been satisfactory. A variety of approaches to teaching the younger students in mixed ability groups has been introduced - for example, whole class-teaching and activities to improve students' mental skills. Experienced teachers manage these groups better than those new to teaching. Homework programmes have been improved and form part of the students' assessments. The development of revision programmes, including textbooks, for students at the end of Years 9 and 11 help prepare them better for external examinations.

### **Numeracy**

128. Students' standards of numeracy are unsatisfactory overall, but they are beginning to improve. Activities to strengthen numeracy skills feature in the mathematics scheme of work in Years 7 to 9. Within mathematics lessons in Years 7 to 9 activities are structured to effectively improve students' mental and written number skills by use, for example, of mental tests and starter activities. In Year 7, many students do not reliably add, subtract, multiply and divide straightforward (one and two digit) numbers. Many students in all years, in particular lower attaining students, have difficulty remembering multiplication tables. This slows down their rate of work. By the end of Year 11, most students develop an understanding of place value and effectively use number in a variety of contexts. More able students handle numbers in algebraic calculations such as equations. Lower attaining students have difficulty in understanding ratio and proportion.
129. Although there is no strategy in place to develop students' numeracy skills systematically across the curriculum, the school has planned some training for all teachers in this school year. Standards across the curriculum are weak. In art, not enough opportunities are used to improve numeracy skills and standards are below average. In information and communication technology, little emphasis is placed on students' understanding of formulae and spreadsheets. In science, standards are satisfactory overall. The more able students in all years make effective use of graphs, charts and measurement. Other students are less confident in understanding graphs and number operations. In geography, block and line graphs are used when representing data but all are copied from the texts. Numeracy is identified in the schemes of work of the modern languages department; simple examples of number and time are used to reinforce students' skills.

## **SCIENCE**

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

### Strengths

- Students' attitudes to science.
- Teachers' knowledge and understanding.
- Procedures for assessing students' performance.

### Areas for improvement

- Standards in tests and examinations.
- Opportunities for independent work.
- Marking of students' work.
- Several health and safety matters, most urgently the testing of electrical equipment and unlocking of escape doors.

130. In 2001, results in National Curriculum tests for students at the end of Year 9 were very low compared with national averages for boys and girls and well below average when compared with similar schools. The results in science were not as good as those in English and mathematics, and boys performed better than girls. Since the last inspection, results have improved at a rate that is below the improvement in science results nationally. Given the very low attainment of students on entry to the school, however, progress has been satisfactory. The performance of

students was significantly affected by staffing difficulties during the time leading up to national test in 2001.

131. Students currently in the school, and in Year 9 in particular, are making satisfactory gains in their knowledge, skills and understanding in science. Higher-attaining students understand how particles are arranged in solids, liquids and gases and can trace what happens to these particles when energy is increased. Lower-attaining students are much less secure in their understanding of scientific concepts, however. They recognise that matter exists in three states as solid, liquid and gas, but they have little understanding, for example, of the particulate nature of matter. Standards of work observed in Year 9 were below the national average. While this represents satisfactory achievement overall, from a very low standard on entry in Year 7, there is some evidence of underachievement, particularly by middle and lower-attaining students, as a result of low teaching expectations.
132. Overall, students maintain satisfactory progress across Years 10 and 11. In 2001, the GCSE results for combined science dual award were well below the national average for the higher grades (A\*-C), but in line with the national average across the full range of grades (A\*-G). Compared with similar schools, however, these results were well above average. These results were better than those for mathematics but not as good as those for English, with boys performing better than girls. The results in 2001 were not as good as those in 2000, but significantly better than those in 1999. The rate of improvement in results for dual award science since the last inspection has been better than in most schools nationally; however, the number of students entered for this examination has been relatively small. GCSE results for the single award science GCSE in 2001, for which most Year 11 students were entered, were well below the national average for the higher grades (A\*-C), but in line with the average across the full range of grades (A\*-G). Results were below average compared with similar schools and the performance of girls was better than that of boys. While these results were not as good as those in 2000, there is evidence to suggest that, on the basis of current achievements, students will do better in 2002, than previously.
133. The standard of students' work in Years 10 and 11 is below the national average. While there is evidence of satisfactory improvement for many students, including those with special educational needs, there are still indications that some students underachieve as a result of teachers' low expectations of what they could achieve. Higher-attaining students studying for dual award science are, for example, fairly confident in understanding how the rate of a chemical reaction is affected by the frequency of collision between particles and can explain how diseases such as cystic fibrosis are related to recessive genes. Average and lower-attaining students, however, are less secure in their understanding of scientific concepts. Some can write word equations to represent chemical reactions, but cannot write them in balanced form and, while recognising that cells contain chromosomes, have little understanding of heredity. These students need considerable support from teachers. Students who have special educational needs make satisfactory progress. Students who are in the early stages of learning English also make satisfactory progress when provided with adequate support. Unsupported, however, progress is poor because they do not understand what is being taught.
134. All components of the science curriculum are well covered, with scientific investigations effectively integrated into the teaching programme. The standard of literacy is, overall, below average. Higher-attaining students cope fairly well with extended writing, use scientific terms with confidence, and spelling is good. Middle and lower-attaining students, however, are less confident and tend to be much more restricted in the range and extent of their written work, often limiting their writing to short sentences in which spelling and the use of scientific terms are less secure. This has a negative impact upon performance, particularly with students for whom English is an additional language. Higher-attaining students speak with confidence and understanding and are able to describe and discuss their work with a fair degree of accuracy. Middle and lower-attaining students often have difficulty in expressing themselves and tend to give very brief answers to questions. They also have difficulty in converting spoken language into written form. Their standards of numeracy, while being satisfactory overall, are variable. Higher-attaining students use mental arithmetic well and can represent observations graphically. Lower-attaining students, throughout the school, have difficulty with some basic number work, although knowledge of multiplication tables and the ability to use calculators are often good. Good examples were seen of students using information and communication technology, to help them follow experiments, in presenting results graphically and in word processing. The planning for the development and use of information and communication technology to support teaching and learning is good. It is being



used well as a teaching and learning tool.

135. Throughout the school the quality of teaching is satisfactory. It is better in Years 10 and 11 than in Years 7 to 9. Often teaching is good and occasionally very good, but this is balanced by teaching which is occasionally of unsatisfactory quality. Teachers make use of their good subject knowledge in providing very effective explanations and in asking questions which challenge or assess students' knowledge and understanding. They give clear objectives which students understand, classroom management and organisation are effective and the pace of lessons usually matches students' needs and the tasks they are set. Lessons, on the whole, are well planned. In some lessons, however, the rate at which work is done is too slow and the expectations of the teacher are too low. In these, students underachieve. Teachers manage students well and, apart from in a very few lessons that end early, owing to unsatisfactory time management, time is rarely wasted during lessons. In some lessons there is over-direction by teachers. In these, students are not given enough opportunities for independent learning. Exercise books are usually checked but, in some, marking has been infrequent and missing work has not been followed up by teachers. Frequently, no grade or level is given on work that has been checked and no written comment is provided to help the students to improve. As a result, students have little knowledge of how well they are progressing or how they can improve and some students fail to complete all of their work, which has a negative impact upon attainment and progress.
136. The behaviour of students and their attitude to science are both good. Students listen well to their teachers, respond positively to the various activities and show interest. When given the opportunity, most work well both independently and in groups, they think out problems for themselves and concentrate on their work. They answer and ask questions well and some, particularly higher-attaining students, have the confidence and curiosity to discuss scientific concepts with their teachers and with other students.
137. Although the curriculum covers all aspects of the National Curriculum in science, with investigative work well integrated into the teaching programme, the organisation of the scheme of work does not always ensure continuity and progression in students' learning. The organisation of teaching groups, in which students of many abilities are taught together, has a negative impact upon performance because the provision of work often fails to match the individual needs and abilities of all the students in the group. This was highlighted in the previous report. Homework is not always set and does not always consolidate or extend class-work. The provision for students with special educational needs, including those who are gifted or talented, is generally satisfactory. Individual education plans, however, while containing general targets for improvement, do not provide specific targets for improvement in science. Many opportunities are provided for students to participate in science activities outside normal school hours including the astronomy club, the science club and lessons for students who ask for additional help with their work.
138. Leadership in the science department is good overall. The department is led by a hard-working head of department who is now supported by a satisfactory team of teachers. Educational direction is good. Development planning, which is in line with school development planning, is effective and manageable, but planning for long-term development, with longer-term targets, costing and specific criteria for success, has yet to be carried out. Procedures for assessment are good overall, but the information collected is not used effectively to inform curricular planning. Individual teachers keep satisfactory records of students' progress and these are used effectively to identify underachievement and to guide future teaching. Monitoring of the quality of teaching by lesson observation takes place and this is used effectively to develop good practice within the department. It also provides support for non-specialist teachers. The number of teachers is satisfactory, but the recent difficulties in recruitment of specialist teachers and the subsequent use of non-specialist teachers has reduced continuity and adversely affected the overall effectiveness of the department. The provision of technical support is good. Resources, in terms of books and equipment, including access to computers, are good. Several issues regarding health and safety need urgent attention, for example, the testing of portable electrical equipment and the unlocking of escape doors in laboratories.
139. Good progress has been made since the last inspection. Even though test and examination results are well below national average, they have improved and the department has the capacity to improve further. Improvement in the match of work which is appropriate to the needs of all students, coupled with higher expectations of students' achievement, will help it do so.

## ART AND DESIGN

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

### Strengths

- Teaching and learning are good.
- Leadership and teamwork are strong.
- Learning about art and artists is well integrated with practical aspects, and helps to improve students' literacy.
- Work in textiles shows rich use of pattern and colour.

#### Areas for improvement

- Strategies to raise standards of attainment in GCSE, in all areas of the subject.
- The co-ordination and monitoring of teaching to ensure consistently good provision across the department.
- The use of assessment related to the National Curriculum levels and sharing of information with students in all years.
- Opportunities for all students to use information and communication technology, including computer-aided design.

140. Art is a popular GCSE subject and students have the opportunity to take endorsed examinations in drawing and painting, graphics and textiles. GCSE results in 2001 overall were well below the national average for the higher (A\*-C) grades, but just above average in textiles. Girls' results were better than boys'; the difference is considerably greater than that nationally, but there is no noticeable difference in the standard of work of students from different backgrounds.
141. Work seen in the inspection indicates that the vast majority of students are below, but approaching, national expectations by the end of Year 9. This is considerably better than the most recent teacher assessments (2001), which gave levels well below expectations. Evidence is clear that teachers were unfamiliar with the new National Curriculum levels and marking was too strict. Students are now being encouraged to aim for the exceptional performance category following the school's identification of the gifted and talented. Overall progress up to the end of Year 9 is good. Students with special educational needs and those learning English as an additional language often achieve and progress well through Years 7 to 9. All students in these years work in a wide range of media in both two and three dimensions. Year 7 students draw fruits and vegetables and develop these into imaginative figurative compositions; their work shows developing observational skills and good use of the art elements of line, tone, pattern, texture and colour. By Year 9, design work for textiles based on still-life drawings is beginning to show the importance of balanced composition and colour selection. In all years students relate their own work to the work of other artists. Year 7 students, for example, are beginning to understand how the work of different artists can be distinguished by their styles and the techniques they used. They study the surreal images of Dali and Magritte, and compare them with the flat pattern and bold outlines of Caulfield's prints. Learning about art and artists is well used to help students to develop their literacy skills. For example, students write short poems to complement their still-life paintings.
142. Students are well prepared for GCSE. Variations in results are largely due to inconsistencies in approach, because of staff changes. However, standards in all areas are showing an upward trend, and work in progress is broadly in line with national averages, representing good achievement for almost all students. They follow a programme of exploration and experimentation in the art and design field of their choice: drawing and painting, graphics or textiles. In each of these options there is a rich array of activities. In textiles, students use a wide range of media to develop exciting designs. Starting with direct observational studies, often from organic form or made objects, they develop mixed media fabric prints, using, for example, block printing or wax resist techniques. These incorporate students' own ideas and the styles and techniques of the work of chosen artists, such as Caulfield. Students show secure understanding of the properties and use of a range of media. Year 10 students, for example, designed a poster for the World Wildlife Fund, bringing together images, text and the logo into a well considered and carefully balanced composition, while Year 11 students used the flowing lines and sombre mood of Blake's figurative work as a starting point for their own design for the cover of a book. Both within and across the three subject areas students' attainments cover a wide range. Standards are becoming more consistent across the department and assessment information indicates that GCSE results in 2002 are likely to be much nearer to the national average, overall.
143. Students generally have good attitudes to art. They work hard and enjoy the challenging, creative experiences which teachers provide. Those with special educational and language needs like the visual, creative nature of the subject, and all respond well to the considerable demands made by the department. Teachers have established an exciting learning environment in accommodation that is cramped and largely unsuitable. Relationships with teachers and peers are generally good, in spite of occasional altercations, but in some lessons time is wasted when collecting or clearing away materials. The department is reviewing ways of improving the challenging behaviour of the small minority of students that detracts from the learning of others.

144. Teaching is good overall with many very good and some excellent features; it is never less than satisfactory. Teachers have very good command of their subject and a wide range of art, craft and design expertise, as well as a good working knowledge of art and design appreciation. Teachers meticulously plan interesting projects that take account of the wide range of attainment and interest among students: they try to involve all in learning about art. Projects incorporate good practical experience and contextual work. The best lessons include an appropriate balance of whole-class, group and individual tuition. They start with the aims and objectives of the lesson, involve question and answer sessions that reinforce learning and help teachers to assess students' understanding, and finish with an evaluative summary. Students do not have many opportunities to evaluate their work systematically. Work-sheets are generally well designed, provide clear instructions and include extension work for the more able. Some students have difficulty reading these, as the art department does not have the benefit of learning support staff. However, well presented displays of students' work, examples of work by established artists and effective use of key words all assist in establishing good learning patterns. Teachers communicate their ideas well, both through well-presented demonstrations and also through using examples of their own work to inspire creativity. Generally, the quality of classroom management and the organisation of resources are very good. Occasionally, however, standards slip and students misbehave.
145. The department has a new and systematic marking scheme in place, but further development of this is needed to cover the new National Curriculum nine-point scale. Attainment targets and levels are not regularly shared with students; this information would help them know what to do to improve. Teachers work very hard to prepare resources and to create a stimulating environment, but relatively little use is made of information and communication technology, digital photography and computer-aided design. Currently, the department has only one computer in each room. The department will be moving into new premises in the near future, which will greatly enhance provision.
146. The department is very well led and managed. Teamwork is a strength, with shared enthusiasm and strong commitment to raising standards. Many improvements have been made since the last inspection and there is substantial capacity to improve further. Progress has been made on almost all of the issues raised. Most importantly, copying and tracing are no longer prevalent. Most work is now original and expressive. The art elements and basic skills are now taught in sequence and opportunities for three-dimensional work are provided in all years. The quality of teaching and learning has improved and students' standards are rising.

## BUSINESS EDUCATION

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

### Strengths

- Improved standards in the current GCSE courses: students are progressing well.
- Monitoring and assessment procedures, which are rigorous.
- Good accommodation and access to information and communication technology.
- Strong and effective leadership.

### Areas for improvement

- Low results in recent examinations.
- Availability of textbooks and resources.

147. Standards in recent GCSE examinations have been well below the national average. Over the last three years about a quarter of students gained higher grades (A\*-C) compared with over half nationally and most recently, of those who took the course, over a third did not get a graded result. In general, students did not do as well in business studies as in their other GCSE subjects.
148. Standards in Year 11 are below the national average although this represents a significant improvement over the more recent examination results. Progress in Years 10 and 11 is good and is directly the result of strong subject leadership and improved teaching and learning. The grouping of classes in relation to their ability has had the effect of raising students' aspirations and improving motivation. In a higher attaining Year 11 class about two thirds is working at a

good standard. This is reflected in students' written work. They use technical language confidently and their writing is extended because they develop and illustrate their answers. They use economic and business terms less readily in discussion and other oral work, although most students, including those who are lower attaining, relate their learning to real life contexts. For example, in a lesson on business organisations, students could explain franchise systems and provide everyday examples. More confident students in lower attaining classes also have a sound practical understanding of economic life and business practice - as evident in a lively discussion about the best location of a kiosk to maximise sales. They have more limited ability to identify general business principles and many are held back in their progress by a lack of application in homework and other research.

149. Overall, teaching is good. All lessons are taught by specialists who are able to draw on students' current knowledge and experience in order to develop their understanding and use of business concepts. Class management is firm and purposeful with the best practice making effective use of humour and praise to maintain students' concentration and interest. Most lessons include varied activities with effective use of whole-class presentation and discussion combined with group and individual work. This variety involves the students and ensures that they work at a good pace. Activities are managed well. For example, in a lower attaining Year 11 group, the teacher channelled the boisterous enthusiasm of some boys into the discussion and presentation of their ideas about good business practice. Recently introduced improvements in assessment and target-setting are used effectively in lessons and provide strong focus on what students need to know and understand, for example in the analysis of business ideas and trends. While teaching is consistently good, the substantial focus on greater academic rigour, in order to raise standards, occasionally leads to overlong teacher presentation, with some loss of student attention.
150. The recently appointed head of department provides strong leadership and has been very effective in bringing about considerable change in a number of areas in order to raise standards. Improvements have been made in the monitoring and assessment of coursework and the GCSE examination syllabus has been changed in order to meet better the needs of the students. The introduction of grouping of students according to their ability has improved students' attitudes and behaviour and given sharper focus to developing good teaching practice. Resources have been improved, although they are still limited, and liaison with the local education business partnership has increased industry links. Accommodation is good and enables ready access to information and communication technology facilities, which are used for coursework. The use of computers is not a strong feature of business studies provision but all students in Years 10 and 11 take a business-related information and communication technology course.
151. Progress since the last inspection has slowed in recent years but current changes are having significant impact; concerns identified at the last inspection are being tackled satisfactorily.

## DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is **unsatisfactory** but it is **satisfactory** in food technology.

### Strengths

- Standards and students' interest in food technology.
- Successful participation in recent local design competitions.
- Accommodation and resources, including information and communication technology in the resistant materials area.
- The introduction of textiles technology in Year 9.

### Areas for improvement

- GCSE results, particularly the proportion of students gaining higher grades.
- Lesson time in Years 7 to 9, which is not enough to cover the curriculum.
- Monitoring and assessment are not developed and used consistently across the team.
- Subject leadership and effective co-ordination in the foreseeable future.

152. Standards in the recent GCSE examinations were well below national averages. Over recent years, barely a fifth of students gained higher grades (A\*-C) compared with about one half

nationally, and a further fifth did not achieve a GCSE grade at all. In 2001, results fell further in all three design and technology courses and in the resistant materials and graphic products courses, in particular. Students performed considerably less well when compared with their results in other GCSE courses. However, students taking the food technology option have done consistently better, achieving results about as good as in their other GCSE subjects.

153. Standards in Year 9 are well below national expectations and, because of the recent and severe staffing problems in major areas of the subject, students have not made enough progress over time. Students come to the school with very limited experience of working with different materials and components that could help their design work. The lack of specialist staff and currently limited curricular time have meant that development of design ideas and practical making skills has been too slow in the areas of resistant materials and graphics. This is evident in students' notebooks, which show limited research skills and restricted design and planning in their projects. Students for whom English is an additional language cope well with the practical activities, although their limited literacy is reflected in their written work and design and making plans. A positive aspect of work in resistant materials was the school's recent involvement in a local play association project to design a playground in an urban area. It generated considerable interest and those involved were able to demonstrate their skills in collecting and using information, including taking account of the needs of the playground users. Students produced a variety of different and worthwhile structures despite their limited modelling skills.
154. Students achieve satisfactorily in food technology, where there has been more staff continuity, and standards in Year 9 are below, rather than well below, national standards. Year 9 students are familiar with different food products and can classify them; higher attaining students can analyse the ingredients in different products, for example ready made meals. In making different food products, students use tools and equipment with some confidence and accuracy to achieve worthwhile results. Evaluation and modification of their practical work are weak. The recent introduction of textiles technology in Year 9 is promising and where the teaching is good the students develop different design ideas and demonstrate sound practical skills, using machines and their hands.
155. Standards in Year 11 vary considerably between the different classes and overall are well below the national average. Students make satisfactory progress where there has been more continuous specialist teaching, as in food technology, or where the teaching has been particularly good, as in a graphic products group. In food technology, over a third of students are in line to achieve good GCSE grades and this is evident in their secure product-testing and evaluation skills, allied to the good use of information and communication technology for presentation, and successful practical results. The middle and lower attaining students do little wider research, although the well structured project guidance from teachers is enabling most to work towards achieving a grade at GCSE. Similar strengths are evident in a graphic products group, where the higher attaining students have well researched and presented design work and are able to use basic computer aided design tools to produce drawings of their prototypes of mobile phones.
156. The majority of Year 11 students are making steady progress in the resistant materials and graphic products groups, although most have not retrieved the ground lost by staffing problems in Year 10. Consequently, the progress made by most students over Years 10 and 11 has been unsatisfactory. Much of the project work is not developed enough at the design and planning stage and students start too late on the manufacturing stage. Most students can work through the clearly structured project guide and have a sound, if simple, awareness of the design and make process. They have collected, but not analysed, the form and function of a range of familiar products in ways that inform their own design ideas; subsequent proposals are modest.
157. The overall quality of teaching observed was satisfactory. The recruitment of more specialist staff enables students to benefit from informed support and guidance in lessons and, importantly, have supervised access to the improved facilities in the resistant materials area. This has helped students retrieve some of the lost ground in developing their knowledge and skills. Good practice, more evident in food technology, is based on well-planned lessons that have clear purpose and ensure that most students work at a good pace. The better teaching also provides helpful assessment guidance, explaining how students can complete their work and improve their performance. In a GCSE graphic products lesson, for example, the teacher provided interim grades in major project work and detailed criteria identifying how students could design and model their ideas through the greater use of information and communication technology.

158. Lesson planning is satisfactory. Teachers are clear about the work they wish to cover but an occasional weakness is lack of clarity about what students are to learn. In Years 7 to 9, there are not enough opportunities for higher attaining students to extend their knowledge and skills. Class management is good in most lessons and ensures that students work steadily and safely. Behaviour is rarely unsatisfactory: most students are absorbed in the different activities, particularly where they involve practical activities. However, in the GCSE graphic products and resistant materials lessons, teachers are not always rigorous enough in setting targets and moving students on in their work. As a result, many students are well behind in completing their major projects.
159. The school has recently refurbished the resistant materials and graphic products areas and, with the development of new computer facilities in design and technology, the school is well placed to tackle the weakness in information and communication technology identified in the last inspection. The recruitment of specialist staff is beginning to have a beneficial effect although there are still staff shortages and the school has found it necessary to reduce curricular time in Years 7 and 8 to avoid continued use of temporary supply teachers. The food area of design and technology is well led and the head of design and technology has been effective in organising the department in very difficult circumstances. However, with the long-term absence of the head of department, there is a lack of overall subject leadership to support new and less experienced staff and to improve curricular planning and assessment. The school is urgently seeking solutions to these problems and, while some recent changes have made modest improvement in standards, the school has not been able to ensure satisfactory progress in design and technology since the last inspection.

## DRAMA

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

### Strengths

- Teaching is good and enables students to progress and achieve well by the end of Year 11.
- Effective evaluation in lessons helps students understand how to improve.

### Areas for improvement

- Standards in lessons at the end of Year 9, which are below average.
- Participation in drama, through extra-curricular activities and take-up at GCSE.

160. Overall, standards are satisfactory. Students' progress, while satisfactory in Years 7 to 9, accelerates in Years 10 and 11 so that, in 2001, overall GCSE results were close to the national average and among the highest in the school. However, the proportion of high grades (A\*-C) was below average in 2000 and 2001. In the last three years, all students entered for the examination have obtained a grade, including those with special educational needs and those who speak English as an additional language. These results indicate good, and sometimes very good, progress. No significant difference is apparent in the achievement of boys and girls, or students of different ethnic backgrounds. Two factors affect attainment. Students' performance skills are stronger than their written work (and the current Year 10 students are following a syllabus which places strong emphasis on performance and minimises the written element). On the other hand, a substantial minority does not attend lessons regularly and does not complete coursework.
161. Students have little understanding of drama when they enter the school in Year 7. By the end of Year 9, students' ability to work together constructively and their understanding of dramatic narrative has improved so they can present a coherent improvisation. Usually they add little detail, except obvious characterisation. They use basic drama techniques and have learnt the importance of evaluation. Progress is satisfactory considering their low attainment on entry. However, the difficulties many students experience in listening, following instructions and maintaining concentration, particularly in Years 7 and 8, affect achievement in Year 9, which is below expectations overall.
162. Standards of performance of Year 11 students are broadly in line with national expectations. They are much more focused, interested and involved in lessons. They constantly evaluate their work as, for example, on a Brazilian project for GCSE, listening to each other's comments and experimenting with different methods. They are able to use a variety of techniques to add interest

and tension. They are aware of space and audience reaction. In their written work, the high attaining students reflect and analyse characterisation. For example, one student described how he had to think of his parents' attitudes in order to assume the role of a father; this had widened his insight and perceptions. All students are able to write simple accounts of their performance, and include critical evaluation. The department understands the problems that students may have and encourages them to draft and rewrite to improve the standard of their work. Standards at the end of both Year 9 and Year 11 are similar to those at the last inspection.



163. Teaching was almost all satisfactory or better in the lessons seen and in Year 11 it was good. Teachers know their subject well and they give continual guidance, which enables students to improve their performance. Students appreciate the element of challenge in most lessons, usually a time limit in which to accomplish the activity. Teachers are aware of the need to extend students' vocabulary and, for example, in a lesson on children's lives in Victorian times, taught relevant words and showed illustrations of contemporary life. Students showed their understanding of conditions by referring to long working hours and poor food in the scenes they enacted. In lessons that were less effective, teachers had not established good relationships with the class, which affected attitudes and behaviour adversely.
164. Since the last inspection, the schemes of work have been revised. They offer many opportunities to develop students' language and imagination through exploring modern issues as well as historical themes. The current theatre and studio are spacious, though bare. Equipment, such as a video camera, is available and well used to enable students to assess their own performance. Both specialist teachers in the department have substantial faculty or school responsibilities, which makes collaboration and co-ordination difficult. Raising standards in Years 7, 8 and 9 and increasing the numbers who opt for drama in Year 10 are areas which the department should address urgently. Although staffing has been stable, absence has been significant. As at the last inspection, there are few extra-curricular activities. References in coursework to school performances by professional theatre companies show how much students appreciate such opportunities. The department has maintained the standards of the last inspection.

## GEOGRAPHY

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

### Strengths

- Teachers plan lessons well.
- Field visits extend learning opportunities.
- Resources are effectively used.

### Areas for improvement

- Use of materials which match the needs of individuals and provide better challenge for the more able.
- Use of information and communication technology to support learning and for research.
- Marking, so that it is more regular and helpful to students.

165. GCSE results are below average, both at the higher grades (A\*-C) and across the full range of grades. In 2001, boys obtained higher grades than girls but few girls took the subject. After a pronounced dip in examination results, they are starting to rise again because new leadership is starting to raise expectations.
166. In the work seen during the inspection, standards at the end of Year 9 were below national expectations. Standards on entry are much the same as reported in the last report, with students experiencing difficulties with written work because of weak literacy skills and lack of geographical knowledge. However, a small minority of students is working at higher levels. Most students can satisfactorily complete accurate diagrams, graphs and the occasional map and use them with short written pieces to show some understanding of geographical processes, in particular, the relationship between physical and human aspects of the subject. In a lesson on equatorial rainforests, the use of a variety of resources aided students' learning. As students progress through Years 7 to 9, they show increased confidence in finding information from text, graphs and maps but their skills in using computers are not so well developed. The department does not provide a sufficient range of texts and worksheets to cater for the different levels of ability within groups. Higher attaining students can, when given the opportunity, write well on a given topic but do not have enough opportunities to attempt pieces of extended writing. Girls are working at a slightly higher level than the boys. Students with special educational needs make significant progress in working towards the targets laid of their education plans and this is particularly apparent when they are supported. Students who speak English as an additional language are making some progress but they need more help, especially those just starting to learn English. The use of key words has been introduced in geography and is having some effect. Progress, overall, is satisfactory.

167. In work seen during the inspection, students were attaining below average standards at the end of Year 11. Students' achievement, relative to standards at the end of Year 9, shows satisfactory improvement but is hampered for some by erratic attendance. Students are making satisfactory progress in their geographical knowledge, understanding and the use of geographical skills. The higher attaining students understand the vocabulary of geography and can use it geographical contexts. However, with more challenging work and suitable texts, this could be improved. In a lesson on volcanoes students had a good understanding of the mechanics and effects of an eruption. Students with special educational needs generally make satisfactory progress. Students experiencing language difficulties because English is either a new or an additional language still experience difficulties that limit their progress. Work for the abler students is not demanding enough.
168. Students' attitudes are generally positive. Most students come prepared to work and concentrate on the tasks they are given. The majority of students respond well to firm demands placed on them by their teachers. They generally work well together and take responsibility for their work. During the inspection, behaviour was generally good and any minor incidents of misbehaviour were quickly dealt with.
169. The quality of teaching is satisfactory, with some good features. The quality of learning is similar. Lessons are usually well planned and draw on an appropriate range of activities and resources. However, there are not enough opportunities for the use of computers to support learning. All lessons observed had appropriate aims, often shared with students. In most lessons, teachers began with a review of previous work, to assist students to recall and build their learning to progress in knowledge and understanding. Teachers have a good command of their subject and tasks are mostly matched well to the needs of students, but more could be expected of the more able. Question and answer sessions are well used to check that previous work has been learned and that new learning has been understood. Marking of students' work is not regular enough. Little use is made of constructive comments to help students to improve their work. Annual reports to parents in Years 7 to 9 would provide more information if a separate mark were given in each subject of the humanities (geography, history and religious education).
170. Subject management is satisfactory and strengthened by new leadership. Departmental meetings are regular and the close proximity of the teaching rooms enables good communication between teachers. Curricular planning needs improvement, to develop and reinforce key skills in all years. Geographical visits to the Brecon Beacons and Kingswood (Norfolk), together with local visits, extend classroom learning. The provision of resources for learning is good: however, students do not make enough use of computers for research, as at the last inspection. Accommodation is satisfactory but the blinds for some classrooms do not provide enough shade to allow good use of the video. The department has addressed some of the issues mentioned in the last report. However, there is still not enough use of materials that match the needs of individual students, allow them to work independently and challenge the more able.

## HISTORY

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

### Strengths

- Visits and links outside the school.

### Areas for improvement

- Standards achieved in lessons and examinations.
- Teaching, to develop historical skills more strongly.
- Use of information and communication technology to support learning.
- Extension of group work.

171. Students' progress in history is unsatisfactory. In work seen during the inspection, standards at the end of Year 9 were below national expectations. GCSE results are well below average and declining. Students do not do as well in history as in their other subjects. In 2001, girls obtained higher grades than the boys.

172. By the end of Year 9, many students can satisfactorily extract information from text about the topic they are studying. However the use of evidence, other than to obtain descriptive information, is little developed. Many do not have a satisfactory understanding of events over time, and some students cannot place particular events they have studied into a period of time. Many students require considerable direction from their teachers and do not make independent judgements themselves, relying on their teachers for information, or on the textbook or the fact-sheet they have been given. In a Year 7 lesson, students needed considerable help with their work. They did not understand why the Normans wished to build castles and they could not make satisfactory short written responses. Weaknesses in writing and in their historical knowledge reflect their weaknesses in literacy and historical understanding on entry in Year 7. By the end of Year 9, they can satisfactorily identify key features of the period - for example, why people went to war in 1914 –18 and the system of Alliances. In lessons they were able to complete short answers but there was little extended work for the higher attaining students. Girls were operating at a slightly higher level than were the boys. Students with special educational needs were making a little progress towards their targets. Many students who were learning to speak English as an additional language were experiencing some difficulties with their work. Raising awareness of key words in history had been attempted in many rooms.
173. In work seen during inspection, students' standards were below average at the end of Year 11. A significant proportion of students show confidence in the use of evidence and display an awareness of the significance of events over time. However, they have weak evaluative skills and few develop arguments and reach conclusions about circumstances leading to events. Opportunities to increase learning were missed; for example, in lessons on the American West, well-produced paper resources were not supplemented by video material to bring the subject alive. Not enough use is made of information and communication technology for research and the development of historical skills. Students with special educational needs make good progress towards their targets. Students at an early stage of learning English often experience difficulties with their written work.
174. Attitudes and behaviour are generally good. Any minor incidents of misbehaviour were quickly dealt with. Most students had come prepared to work and generally gave of their best. Students worked well together and would benefit from more formalised group work, in which they could share and discuss their ideas.
175. The quality of teaching in individual lessons is satisfactory with some good features. Teachers have secure knowledge of their subject and are able to respond well to students' questions. Teachers normally set clear objectives for their lessons, which they sometimes share with students. Many lessons that began with a discussion of previous work assisted students to recall and build on their learning, and they progressed in their knowledge and understanding. However, lessons have a sameness and do not exploit opportunities to develop historical skills. Too much use is made of worksheets or comprehension exercises. While tasks were nearly always matched to the needs of most students, higher attaining students were not challenged enough. Students seldom have opportunity to learn through group discussion. Video and computers were seldom used. The reading aloud of text by students, when it occurred, was successful and many students read confidently with only the occasional difficulty. Marking is erratic: constructive comments would help students to improve their work.
176. The new head of department is beginning to have some influence on his young team, many have also taken up post relatively recently. He has clear ideas of the need for improved standards and what is required. Meetings of the department are regular and as most of the rooms are relatively close, communication between teachers is good. Resources are good and accommodation is satisfactory. Historical visits have been made to the London Museum, Bruce Castle and Mount Fitchet, which supplement and support work done in the classroom. Work has also begun with members of the local community to research a history of the Northumberland Park area. The department has begun to address issues in the last report but needs to continue to improve results at GCSE to develop students' historical skills and use information and communication technology. A revision of the scheme of work would go some way to meeting many of these points.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Overall, the quality of provision in information and communication technology (ICT) is **satisfactory**.

#### Strengths

- Progress made by students across Years 10 and 11.
- Improvements made in providing ICT resources.
- The ICT development plan.

#### Areas for improvement

- Time allocation, curricular planning and assessment, in order to meet all National Curriculum requirements in Years 7 to 9.
- Leadership in ICT across the whole school.

177. In 2000, the proportion of Year 9 students achieving national expectations in ICT was below average, and girls achieved better than boys. Standards were as expected, relative to students' earlier attainment and performance in similar schools. National Curriculum assessments were not carried out in 2001, owing to absence of staff.
178. GCSE results are below the national average, but students achieve well across the full range of grades (A\*-G) and, in 2000, results were among the best in the school. Performance at GCSE represents good progress across Years 7 to 11. The proportion of girls gaining the higher grades (A\*-C) exceeds boys, which reverses the national trend. From 2001, all students in Years 10 and 11 will follow a GCSE course in an information technology subject, or a similar course leading to a certificate of achievement.
179. Students, including those with special educational needs, are working in line with national expectations in Years 7 to 9. In Year 7, students use software effectively to improve their literacy and numeracy skills and their performance is recorded and tracked accurately, relative to National Curriculum levels in English and mathematics. In a Year 7 lesson on designing a kitchen, students used draw and paint options effectively. Year 8 students present information in a variety of forms and some exchange ideas and consider improvements. Year 9 students exchange and share information using spreadsheets, and can create graphs from spreadsheets. Boys are performing better than girls in Year 9. Students' competence is being developed in other subjects, except for history, physical education and religious education. Overall, students' progress is satisfactory across Years 7 to 9. They concentrate in lessons and enjoy completing timed tasks.
180. Students in Years 10 and 11 have not had the benefit of a systematic programme in ICT in earlier years, yet they are making good progress, overall. In lessons, they complete examination-type exercises satisfactorily. This includes linking the use of technology to everyday situations, such as the use of application forms. Students are applying ICT in business contexts. Lower attaining Year 10 students, for example, design business stationery and understand the need to evaluate and review their work. Higher attaining Year 11 students can alter settings to change the effect of images and layout, using a desk-top publisher and word-processor. Students work sensibly on the tasks provided, but there is a shortage of activities for those who are most able, such as their being required to work on their own to solve problems. Students are not gaining skills in using charts, overhead projection and presenting results graphically using computers. Year 10 and 11 students concentrate and have positive attitudes to their work. The introduction of ICT as a GCSE subject for all students is helping all students to develop independence in their learning.
181. Teaching is satisfactory and mostly good in Years 10 and 11. Students progress better in Years 10 and 11 because the curriculum is better planned in these years. Teachers have good subject knowledge, on the whole. Absence of ICT in some other subjects is partly due to the lack of confidence of some teachers and also to the unavailability of some computer rooms in lesson time. Not enough opportunities are provided for students in Year 9 and their progress dips in this year. Students are well managed; they have good attitudes and behave sensibly. Students' progress is monitored effectively and they understand how they are doing because they are encouraged to evaluate and assess their work. Marking is better in Years 10 and 11 than lower down the school, but errors in paragraphing and sentence structure are sometimes not corrected. Teachers are providing opportunities for research and investigation, data-logging and computer-aided design, as new accommodation and facilities are made available. Fewer students have computers at home than in many other schools.

182. Since the last inspection there has been significant improvement in computer facilities, the opportunities for all students to use ICT and in curricular planning. The national target for the number of available computers has been achieved. A full-time information technology technician supports over 250 computers and some ageing equipment very well. The network works rather slowly for Internet access. The *London Grid for Learning* will soon provide the school with improved links to the outside world and with feeder primary schools. The school Intranet is in place but some aspects, including the use of internal e-mail, need improvement, in order to meet all National Curriculum requirements. In several departments, policies are not in line with school policy in the use of ICT to support teaching and learning. The ICT development plan is very good and indicates that government funding is used effectively.
183. A culture to make effective use of ICT in the school has been established but the programme in Years 7 to 9 lacks consistency, so that by the end of Year 9 not all students have reached expected outcomes. The mapping of ICT across the curriculum is not yet complete but science is setting a very good example. A whole-school strategy for ICT has been identified as a priority for action.

## MODERN FOREIGN LANGUAGES

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

### Strengths

- Progress in reading and writing Turkish, and results.
- Progress made by the current Year 8 students in French.

### Areas for improvement

- Standards achieved in French by students at the end of Year 9 and Year 11.
- The number of students studying French in Years 10 and 11.

184. All students learn French in Years 7 to 9. In Years 10 and 11, students can choose to study for GCSE in French or Turkish. The school has disapplied many students in Years 10 and 11 because of their strong preference to study other subjects, although there is a commitment by the school to increase the take-up of languages.
185. The standards achieved by students at the end of Year 9 are well below national expectations. Students' results in GCSE examinations for French are also well below the national average. In 2001, the proportion of students gaining the higher grades (A\*-C) was well below average. However, results across the full range of grades (A\*-G) was close to the national average. This is commendable because in that year the school entered a higher proportion of the year group for the examination than is the case nationally. Results have shown a steady improvement over the last few years. In recent years, boys have performed better than girls, compared with results nationally. Results in Turkish are very much better. In 2001, results were well above average: most students achieved a higher grade (A\*-C), many achieved one of the highest grades (A\*, A) and nearly all students achieved a grade. A number of students gained their GCSE grade at the end of Year 10 and went on to do the AS-level examination in Year 11, when almost all achieved a pass grade. Nearly all of the students taking Turkish come from Turkish-speaking families.
186. In work seen during the inspection, attainment at the end of Year 9 was well below national expectations. More able students in Year 9 have only a limited understanding of the perfect tense of verbs. Middle and low attaining students lack confidence in speaking and have an insecure grasp of pronunciation. They can produce accurate written responses but only with support. Their attainment represents satisfactory progress from the beginning of Year 7 when many had difficulty copying individual words accurately. Students now in Years 7 and 8 have made better progress. High attaining students in Year 7 are already able to write accurate sentences giving personal details. By Year 8, they are able to produce paragraphs and short dialogues with only limited support from their teacher. Standards of speaking in Year 8 lessons are close to national expectations: their pronunciation is good and they can use the verbs *to be* and *to have* and correctly match nouns and adjectival endings. The presentation of work by students of all abilities is good. Students with special educational needs make good progress when they are given work that is appropriate to their needs. In general, however, they make satisfactory progress. Students for whom English is an additional language and who are at the later stages of language acquisition make satisfactory progress but those at the early stages have difficulty because they

receive little support in lessons. Overall progress up to the end of Year 9 is satisfactory. The good progress students make in Years 7 and 8 is not maintained in Year 9 because high attaining students are not challenged enough, so they tend to mark time in their learning.

187. Standards of work seen in Year 11 French lessons were below national expectations. Only a small proportion of the year group studies French, but all are making satisfactory progress in comparison with their attainment at the end of Year 9, and standards in lessons are closer to national expectations than examination results would suggest. In a lesson about past and future holidays, students used good pronunciation and they coped satisfactorily with a reading activity, although some had difficulty when grammatical parts (for example, negatives) changed the meaning of the sentence. Students speak with confidence but are rarely able to produce extended responses. All students, including those who are low attaining, write with satisfactory accuracy. High attaining students have good knowledge of tenses but their writing lacks variety and has little complexity. Students are less confident in listening than in the other skills.
188. Standards in Turkish are above average, throughout. Most students are native speakers who have few opportunities to read and write the language outside school. By Year 11, however, the standard of reading and writing skills is high; students coped very well in a revision lesson observed. Year 10 students speak fluently and listen well. Their writing is extensive, well presented and well marked by teachers. Overall, progress is good.
189. In most lessons students' attitudes are satisfactory. In the best lessons, especially in Year 8 French and Year 11 Turkish, they showed enthusiasm and responded well to challenging work. Some students find concentration difficult. A small minority behaved badly and disrupted the learning of others. In some Year 9 lessons groups of students (of all backgrounds) were not well motivated and did not try to learn.
190. The quality of teaching is satisfactory overall, with examples of good and very good teaching. The use of homework is a strength of the department. It is always appropriate and builds on work done in the lesson. Teachers do not always ensure that homework is carefully recorded by students. Teachers have good subject knowledge but often do not use the foreign language extensively enough in lessons. This affects the development of students' listening skills. Teachers have a clear and consistent understanding of National Curriculum levels and GCSE criteria. They regularly assess students' progress and keep careful records of the results. Most teachers make the objectives of lessons clear to students so that they know exactly what they are expected to achieve in the lesson time. In the best lessons, the objectives are linked to National Curriculum levels and GCSE grades. Review of progress at the end of the lesson is less consistently and less thoroughly done. Teachers mark students' work carefully and make encouraging comments that motivate students well but they rarely make constructive comments that show students how to improve the quality of their work. Teachers are beginning to use information about prior attainment to set targets for individual students. This is not yet fully part of departmental practice, however, and teachers are not using assessment information to help with their lesson-planning. Work in lessons often does not meet the particular needs of individuals and groups, although some examples of good practice were seen, particularly for students with special educational needs in Year 9 and in Year 10 Turkish lessons. Lack of attention to the needs of individuals is affecting the progress of some, particularly high attaining students in Year 9.
191. The best lessons seen had a clear focus, involved students actively in the lesson, and used resources well. In these lessons, teachers had high expectations of what students could achieve both in terms of work and behaviour. In one Year 9 lesson, for example, students knew that they had to write dialogues and record them on video before the end of the lesson. This, supported by the constant prompting by the teacher, helped them to achieve well. In other lessons, the slow pace, the diversity of objectives and the routine nature of the work did not encourage students to achieve their best.
192. Teachers help students to develop information technology skills by encouraging them to use word-processing skills to draft and re-draft their work although they have limited access to computer facilities. They develop literacy skills by encouraging students to read French texts and by insisting on written accuracy. The department makes little contribution to the development of numeracy skills.
193. The study of a modern foreign language is not compulsory in Years 10 and 11. This denies many students the chance to broaden their educational experience. It also adversely affects the attitude

and performance of students in Year 9, who often do not achieve their full potential because they know that they do not have to study the language in Year 10. The current organisation of classes in mixed ability groups in Years 7 to 9 makes it difficult for teachers to help all students to achieve their full potential, particularly by the time they reach Year 9 when the difference in attainment between students is wide.

194. The department is well led and managed. This is a good cohesive team whose members support each other well and is well supported by the senior management team. Departmental planning reflects the school's aims and is targeted at raising achievement. Documentation in the department is comprehensive and helps teachers to be consistent in their teaching practices. The head of department, helped by senior managers, monitors the work of the department effectively. The monitoring of classroom practice has led to improvements in the quality of teaching since the last inspection. The department now has a stable teaching staff, though the problem of recruitment over the past few years has had an adverse effect on students' progress, particularly in Year 9. The department has good resources. The new course book in Years 7 and 8 is having a positive effect on students' motivation. Accommodation is satisfactory, although the difficulties of access to computer facilities is limiting the department's contribution to the development of information technology skills.
195. The department has made good progress since the last inspection. Attainment remains below national expectations but students now make satisfactory progress, particularly in the development of speaking and writing skills. Teachers' use of assessment is much improved, and also the quality of departmental documentation. The monitoring of the work of the department is now undertaken systematically.

## MUSIC

Overall, the quality of provision in music is **unsatisfactory**, but improving.

### Strengths

- Singing in Year 7.
- Standards of performing and composing in Year 11.

### Areas for improvement

- Adequate time for teaching the subject in Years 7 to 9.
- Leadership and management in the subject.
- An appropriate scheme of work including assessment and monitoring of students' progress.

196. Music has not been consistently taught in the school for two terms owing to the absence of staff. The situation has placed a heavy strain on the school and the progress of students in music has been affected. A newly qualified teacher, in post for only one week at the time of the inspection, was carrying out the work of the department on a reduced timetable. The school and a local education authority adviser were effectively supporting the teacher. The decision not to teach music in all of the allocated time means that statutory requirements are not being met in Years 7 to 9 but the school plans that the provision will soon be adequate. (The situation was resolved shortly after the inspection.)
197. Teacher assessments were not carried out in 2001. In 2000, teacher assessments in Year 9 indicated that attainment was below national expectations. Boys did better than girls, although girls and boys equally achieved the higher levels. From a Year 9 sample of work during lessons, it was evident that students were working below national expectations, owing to the lack of teaching for nearly a year.
198. Student numbers taking GCSE in 2001 were too small (13) for valid statistical comparison with national results. While there were notable personal achievements (one A\*, one B and three C grades) by several students, who returned outside lesson time to practise and refine their skills, overall results were well below the national average. Boys did better than girls, which is the reverse of the case nationally.
199. Standards of singing seen in Year 7 were in line with national expectations. In a joint music and drama lesson, all of the students, including several with special educational needs, quickly

learned a new song, *After Life*, which was briskly taught by the teacher using a guitar accompaniment. All students improved their performance, which was supported by dance movement. Diction was strengthened through the attention paid to consonants. In Year 8, students performed tunes and rhythms from memory. Most students could improvise repeated patterns and make improvements to their own work. Students with special educational needs are well integrated into lessons and confidently perform to the whole class. Year 9 students made satisfactory progress in composing rhythm accompaniments: they showed a good sense of rhythm. However, many, particularly the low and middle attaining students, found it difficult to suggest improvements and tended to repeat work, rather than develop ideas in their own ways, so overall attainment was below expectations. The use of information and communication technology is good because most students can use a wide range of features on electronic keyboards such as recording, saving and playback. Students do not have enough opportunities to improve their literacy and numeracy, although reference is made to subject vocabulary in lessons.

200. Performance of students in Years 10 and 11 is above the nationally expected standard, as seen in when a group of singers performed a Gospel arrangement of *Amazing Grace*. Their skills in composition are not evenly developed but some individuals have a good grasp of chord progression. The achievement of students is not currently being enhanced by instrumental and vocal lessons but the LEA Music Service will provide these in the near future.
201. Teaching is satisfactory with some good and very good features. Students were progressing well in lessons yet progress overall has been unsatisfactory because of staff absence. In lessons observed, the teacher provided inspired leadership by singing and playing with students and this increased the quality of the performance. Lessons are structured well and group activities effectively managed and frequently reviewed. When activities become repetitive some students lose interest, and become inattentive and noisy. In a Year 10 listening exercise, half of the students were achieving the equivalent of a pass grade. Assessment is not yet used to ensure that GCSE targets are met. In Year 11, a listening exercise was halted because the students were not confident listeners and were out of practice. The teacher has not been in post for long enough to re-establish the monitoring of students' progress.
202. Lack of resources affects students' progress in all years. A good collection of steel pans is available and there are plans for them to be used in the near future. However, the range of classroom instruments, tuned percussion and instruments from other cultures is unsatisfactory. The use of information and communication technology to support teaching and learning is limited: computers and recording devices are not available to improve standards across the ability range and to ensure equality of access for all students.
203. Leadership of the department has been interrupted, but the new teacher signals a new beginning. The schemes of work currently being devised have good features, but there is not enough time to cover the National Curriculum in Years 7 to 9 and this has begun to affect standards in Years 10 and 11. Very little resource material is available, but some is prepared by hand and by using a computer, to meet immediate requirements. Opportunities for extra-curricular music activities are planned in the near future.
204. High standards reported at the last inspection have slipped, mainly owing to the recent staffing shortage, but stability is now returning. New accommodation is planned for music, in a development to begin shortly. The new music teacher provides good expertise and a high level of commitment to the department but will need support by other staff, funding and resources in order to ensure that the place of music in the school curriculum is quickly restored. A priority is to establish an appropriate scheme of work that includes the assessment and monitoring of students' progress.

## PHYSICAL EDUCATION

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

### Strengths

- Teaching and learning are good; teachers plan lessons using a range of activities that allows all groups of students to learn well.



- Extra-curricular provision is good.
- Relationships are good.
- Participation in lessons is high.

#### Areas for improvement

- Students receive little opportunity to develop their information and communication technology skills.
- Curricular links with partner primary schools are not well developed.
- Students have few opportunities to plan work and judge performance.

205. Overall, standards in physical education are in line with national expectations at the end of Years 9 and 11. This represents good achievement given these students' below average attainment on entry in Year 7. Students are not entered for the GCSE examination. High attaining students, including the talented, achieve well at inter-school, borough and, sometimes, national levels - particularly in football, basketball and athletics.
206. Standards in lessons and work seen by Year 9 students matched national expectations and showed good improvement from work in Year 7; most students are achieving well. Progress is good because teachers plan work that is appropriate for all levels of attainment. The good extra-curricular programme allows talented students to develop their skills. Most Year 9 students use satisfactory individual and team skills in games; they understand the basic physiological effects of exercise on the body and show efficient technique in swimming. The highest attaining students use refined skills and tactics to regularly outmanoeuvre opponents. The standards of a significant minority are below average. They often show satisfactory individual skills, in isolated practice, but cannot use them effectively under the pressure of a game; below average hand-eye co-ordination hinders their progress in badminton.
207. Standards of work by Year 11 students are in line with nationally expected levels. Students achieve well in response to good teaching. They consolidate previously learnt skills and achieve higher standards than expected, when compared with their teachers' assessment levels at the end of Year 9. Higher attaining students are achieving well in inter-school sport and regional levels. They demonstrate good understanding of attacking and defensive strategies and analyse technique well. Most students, when given the opportunity, can satisfactorily judge and plan performance. Their spatial awareness, skill levels and knowledge of basic tactics allow them to participate effectively in game situations. The standards of a significant minority are below average. They understand basic technique, but lack spatial and tactical awareness. Most students' numeracy skills are good; they confidently use scoring systems and measure performance well. Listening skills are generally good and students willingly participate in oral work. Information and communication technology skills are underdeveloped, because access to computers is limited. No significant differences were observed in the standards achieved by students of different gender or ethnic background. Students with special educational needs, those with English as an additional language and those who are talented, make good progress.
208. Overall, students' attitudes to learning are good. They co-operate well with each other, maintain good relationships with their teachers and work at a productive pace. Small numbers underachieve because of poor concentration.
209. The quality of teaching and learning is good in all years. Very good management of students creates a purposeful and safe learning environment. Challenging teaching and schemes of work that build on previous learning promote good progress across the age range. Work planned is appropriate for students at all levels of attainment. In a Year 10 racket skills lesson, lower-attaining students and those learning to speak English progressed well, because the teacher simplified instructions, modified tasks and used demonstrations. The learning of higher attaining students, including the talented, is accelerated by extension tasks, grouping and extra-curricular activities. Opportunities for students to learn independently are varied. In Year 11 football, students planned their own drill to improve skills, judged others' performance and practised officiating. Their achievement and progress in such tasks were good. Learning was less effective when teaching was more prescriptive and students were given fewer opportunities to explore their own ideas. Teachers emphasise key words and are adept in their use of questioning. These strategies improve the technical vocabulary, speaking skills and listening ability of students across the attainment levels, including those learning to speak English. The subject provides few opportunities for students to develop their information and communication technology skills.

210. Leadership and management are good overall. A team of dedicated specialists ably supports the subject leader. Major policies are in operation, but not all are available for reference purposes in the departmental handbook. Strategies are developing to monitor, evaluate and improve standards. Assessment systems are good, but the use of data to monitor students' progress and to set realistic targets has not yet extended to all years. The subject makes a good contribution to students' moral and social development.
211. The department has made good progress since the last inspection. The good quality of teaching has further improved and work planned to suit all levels of attainment is now a feature of lessons. Assessment procedures and the use of data are improved. The curriculum has improved in breadth and balance. In order to improve further, the department must provide more access for students to develop information and communication technology skills, extend opportunities for independent learning to all lessons, re-introduce the GCSE examination and develop curricular links with partner primary schools.

## RELIGIOUS EDUCATION

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

### Strengths

- The content of the curriculum in Years 10 and 11.
- The improvement in GCSE (short course) results since the last inspection.

### Areas for improvement

- No religious education is provided in the sixth form: statutory requirements are not met.
- Time and continuity of provision in the main school.
- Appointment of a specialist teacher with responsibility.
- Assessment and reporting of students' progress.
- Teachers' expectations of higher attaining students.

212. The law requires the school to provide religious education in the sixth form. No such provision is made. Students do not receive their educational entitlement, nor do they receive the benefits in personal development which religious education affords.
213. Since the last inspection all students in Years 10 and 11 have continued to follow the GCSE (short course). Between 1997 and 2000 the number of students entered rose, as did the average grade achieved. Despite this improvement results have always been well below the national average. In 2001 the upward trend ended. Results remain well below the national average and students achieve grades much lower than in their other subjects.
214. Observation of lessons and analysis of students' work shows that attainment by the end of Year 9 is well below expectation. Students know religious practices, associated with places of worship or special occasions, in Christianity and the other religions studied. They do not recognise ideas and beliefs as distinctive of particular religions nor do they relate what they learn to their experience of life. In most lessons students make satisfactory progress in their learning, but between the beginning of Year 7 and the end of Year 9 achievement is unsatisfactory.
215. Attainment by the end of Year 11 is well below expectation; many students are working at levels equivalent to lower GCSE grades. Most students are at GCSE standard. About half the students have basic knowledge and understanding of Christianity and Islam and give reasons in response to religious and moral issues. These students are capable of achieving grades D to G in the examination. About a quarter of students show knowledge, understanding and use of reasoning, developed to the level that achieves grades A\* to C. These students have learned the teachings of Christianity and Islam, know their meaning, use the correct vocabulary, apply the teachings to life and successfully evaluate issues arising from their study. They have reflected on religion and life and express themselves with confidence in extended writing. Another quarter are below GCSE standard and not yet ready to be entered for the examination. This proportion is high and supports the judgement that across the two years as a whole students do not make enough progress.
216. Most teaching and learning, as observed in lessons, is satisfactory or good, but a substantial amount is unsatisfactory. The major weakness is teachers' lack of familiarity with the religious content of what is being taught. Despite this, teaching can still be good when teachers show a high level of classroom management skills and use methods that motivate students to learn well. Good teaching occurred in lessons observed when there was less dependence on worksheets. When students were led by clear learning objectives, teaching was both more inspiring and more demanding. Although students filled the time and worked diligently in most lessons the higher attaining students were not stretched enough. Too much use was made of tasks that required copying out and inserting the missing words. Another weakness is lack of assessment, particularly in Years 7 to 9. Teachers do not tell students how well they are doing because there is no systematic measurement of attainment. Despite this, in most lessons, students made satisfactory progress. It is the shortage of teaching time and the lack of continuity that causes achievement from year to year to be unsatisfactory.
217. The leadership and management are unsatisfactory. Accommodation and learning resources are satisfactory but staffing is a fundamental weakness. Religious education is taught by eight different teachers within the humanities department. No one is a qualified religious education

teacher and no one has overall responsibility for the subject. The appointment of a non-specialist with responsibility for Years 10 and 11 has been good. It has led to new schemes of work and the possibility of more systematic assessment. Apart from this, there is a lack of strategic direction and no development plan. Information technology is not used. Teachers' performance is not monitored. Shortage of time and lack of specialist input and responsibility combine to make both provision for students and their progress unsatisfactory.

218. Since the last inspection, results in the GCSE (short course) have improved and a teacher has been given overall responsibility for Years 10 and 11. Progress overall, however, has been unsatisfactory. There is still no provision for the sixth form and not enough time in the rest of the school. Procedures for assessment are not systematic, there is not enough challenge for students and important aspects of the agreed syllabus are not covered. The appointment of a religious education specialist will not immediately remedy these defects but is a necessary first step for the school to achieve a planned improvement.

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

In the inspection, five 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 (and 2000, the latest year for which national comparisons are available).

### GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Media Studies	15	80	(87.6)	7	(22.3)	1.8	(2.4)
Government and Politics	1	100	N/A	0	N/A	2.0	N/A
Sociology	4	75	(54.0)	25	(12.1)	2.0	(1.3)
English	6	50	(89.9)	17	(34.6)	1.0	(2.7)

### 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
Business Studies	(2)	(0)	(91)	(0)	(30)	0 (0)	(5.3)
Media Studies	4 (3)	100 (100)	(94)	25 (33)	(30)	5.5 (47)	(5.5)
English Literature	6 (3)	50 (33)	(96)	0 (33)	(36)	1.0 (2.7)	(5.9)
Turkish	16 (14)	94 (100)	(95)*	0 (29)	(59)*	4.1 (5.4)	(7.1)*

\* The national comparators shown are for "other languages" (not Turkish).

### Intermediate vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Information and Communication Technology	13	38	N/A	8	N/A	0	N/A
Art and Design	5	80	N/A	20	N/A	0	N/A
Health and Social Care	12	75	N/A	8	N/A	0	N/A

### Advanced vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Business	11	82	N/A	36	N/A	0	N/A
Health and Social Care	(6)	(50)	N/A	(17)	N/A	(17)	N/A

Art and Design	5	80	N/A	60	N/A	0	N/A
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## SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

### MATHEMATICS AND SCIENCES

The two courses provided in this curriculum area are both in mathematics and both were inspected. They were for the GCSE re-sit course and a Key Skills mathematics course. Courses are for up to one year. The courses are followed by a few Year 12 students and last for up to one year.

#### Mathematics

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

##### Strengths

- Teaching is good overall and students are well motivated in lessons.
- Students appreciate the support teachers provide; relationships are very good.
- The department is well managed; the schemes of work are well planned.

##### Areas for improvement

- More effective strategies to ensure that all students complete tasks in class and homework.
- More direct linking of key skills to vocational contexts.

219. Most students retaking GCSE improve by at least one grade and in 2001 four students out of 11 gained a grade C. All students in the current group retaking GCSE are predicted to achieve grade C. Students following the Key Skills course are exempt from level 1, all having gained a pass in GCSE at the end of Year 11. The course being followed is at level 2. The take up rate for both courses is low.
220. Standards of work seen in lessons for the GCSE group are satisfactory. Students benefit from the extra time to review many of the GCSE topics previously covered in Years 10 and 11. Although students recall and use basic number operations competently they are less confident in manipulating equations, for example when using the ratios of sine, cosine and tangent to find angles or sides in right-angled triangles. They work through solutions systematically and their presentation skills are good. The mathematical skills of students following the Key Skills course are mostly weak. They concentrate well in lessons and make satisfactory progress relative to their attainment at the end of Year 11. They understand simple percentages and averages but often their work lacks any detail of methods used in calculations. Recall skills are weak and they lack knowledge of multiplication tables and measures of length (centimetres and millimetres). Students competently use tables and graphs to interpret data and they make reasonable attempts at estimating. Overall, students find the level of this course challenging.
221. Teaching is good overall. Students learn well in lessons and they demonstrate good attitudes to their learning. They are attentive and listen well. Lessons are carefully planned; they are well structured and maintain a pace in keeping with the students' capacity to learn. Teachers' knowledge and understanding are good and this enables them to explain the work well enough for students to understand. Some students are not confident speakers of English or have not been in this country long and they appreciate individual help. Teachers provide good guidance on tackling examination questions. The use of questions to draw on students' previous learning encourages the students to participate in lessons both orally and in writing. For example, in a key skills group, the teacher's good use of questions offered all students the opportunity to contribute to the lesson and so helped them to work out solutions to examination questions. The support given to the students helps establish good relationships. The marking of students' work is thorough and constructive comments are used to advise students on how to improve. Some pieces of class work are left incomplete and not all of the students complete homework (which is set regularly); this slows down their progress.
222. Management of the department's work is good. Teachers work hard and are committed to improving standards. They meet regularly to monitor work. Students are starting to improve their basic mathematical skills but on the Key Skills course there are no opportunities to apply these

skills within a vocational context. No reference was made to sixth form mathematics in the last report, so improvement since that time cannot be judged.

## BUSINESS

Student numbers on vocational courses in business studies in the sixth form have fluctuated considerably and the school has rarely been able to run both intermediate and advanced-level courses. An advanced-level group completed their General National Vocational Qualification (GNVQ) course in summer 2001. At the time of the inspection, the intermediate level was the only course running and this was inspected.

### Business studies

Overall, the quality of provision in business studies is **unsatisfactory**.

#### Strengths

- Achievement in previous years on GNVQ advanced-level qualification.
- Strong and effective team leadership.

#### Areas for improvement

- The current course, which does not meet the students' needs.
- The work-base room: it has limited resources and storage for students' work.
- Work-based learning, which is inadequate.

223. Results of the recent GNVQ advanced course in business were below the national average in terms of the proportion gaining higher grades, although over four fifths of students gained passes, which compared favourably with national rates. All of those students had taken an additional year to complete their studies. However, with the benefit of new specialist teachers they achieved well, compared with their earlier GCSE results.

224. Standards on the current GNVQ intermediate-level course are very low as students started with low attainment including limited literacy and numeracy skills, and they find it difficult to cope with the course requirements. The different class activities help students to improve their basic skills but their progress towards achieving a full qualification is unsatisfactory. After a third of the course no student has yet successfully completed one of the six units of accreditation. In lessons, students lack confidence in expressing their knowledge and need considerable guidance by the teacher to develop and present their ideas. Most of the students have weak literacy skills, particularly those who are learning to speak English as an additional language. Most of the eight students have difficulty expressing business ideas in their own words and their assignments include unedited and often copied information from different sources. For example, in a lesson on demand, students failed to appreciate and apply concepts of elastic and inelastic demand and could not begin to represent those ideas graphically. This lack of technical explanation makes it difficult for students to produce work of an appropriate standard.

225. Overall, teaching of business in the sixth form is satisfactory. All lessons are taught by specialists with a good subject knowledge and they work hard to draw on students' current knowledge and experience to develop some awareness of the business sector. This was well illustrated in a question and answer session where the teacher used numerous prompts and illustrations to develop basic economic ideas. Lessons are well planned and usually varied and involve students in tasks. At times, the teachers' concerns with covering sufficient specialist content resulted in excessive amounts of copied notes of which the students had only limited understanding. Overall, the teaching is relevant and challenging in the way it covered the GNVQ intermediate requirements. However, the main focus on academic rigour means that the teaching and learning are largely classroom based and directed towards written outcomes. Students make satisfactory progress in developing their literacy and information and communication technology skills, but the lack of work-based opportunities limits the opportunity to further develop understanding of, and skills in, a business environment.

226. Day-to-day co-ordination and management of the course are satisfactory, but standards are not as good as at the last inspection, when results were above average for the school. The head of business studies has developed a small and effective team who provide the GNVQ intermediate course. Effort has been made to develop appropriate monitoring and assessment procedures and improve the learning resources. However, the work-base room lacks a range of resources as well as secure, but accessible locations in which students can leave their work. The overriding problem of provision relates to the matching of students to appropriate courses. The current



GNVQ intermediate course is inappropriate for almost all of the students taking it, in that it requires secure communication and intellectual skills, and most students have yet to develop these. While students express some satisfaction with provision, attendance is erratic and work is often incomplete, suggesting that alternative and more practical learning activities, together with more detailed assessment of their progress, could help them do better.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Courses are provided which lead to a GNVC in ICT at foundation and intermediate levels. Both were inspected. Sixth form work was sampled to look at students' use of ICT in their other subjects.

### Information and communication technology (ICT)

Overall, the quality of provision in ICT is **unsatisfactory**.

#### Strengths

- Individual classroom support for students, including those with special educational needs.

#### Areas for improvement

- Preparation for students who enter the sixth form.
- Courses that match the needs of all students including those learning to speak English as an additional language.
- Effective strategies for supporting the work of students.
- Provision of ICT basic skills.

227. Numbers are too small to make valid statistical comparison since the last inspection when the standard of attainment in GNVQ was satisfactory. There were no entries for any ICT course in the sixth form in 1999 and 2000. In 2001, of thirteen students studying towards a GNVQ, one achieved a pass at foundation level; of the students working towards intermediate level, four students achieved a pass and one achieved a merit. The proportion of students achieving a qualification is below the national average. In relation to GCSE results, students did a little worse than expected. This represents unsatisfactory achievement.
228. Currently, only one quarter of students studying for a GNVQ, offered at foundation and intermediate levels, have reached grade C at GCSE in ICT or business education. Students who achieved a grade C at GCSE are achieving much as expected. They use their prior knowledge of a range of software applications including spreadsheets and databases. Students who are lower-attaining and starting to learn English as an additional language, or are limited by the lack of experience gained in Year 11, are not making satisfactory progress. Students are not tackling their new sixth form courses with great confidence and, for example, many cannot work independently or as a member of a group in research and investigative activities. They arrive at lessons unprepared and, although work is sometimes located elsewhere in the school, do not ask for leave to retrieve it. The basic skills ICT course in the sixth form is neither timetabled nor staffed adequately, except on an occasional basis after school for students who are not taking ICT or business studies.
229. While teaching has several satisfactory, and sometimes good, features, it does not result in satisfactory learning and progress by students, overall. Teachers are competent in ICT, significantly in business education. Lesson activities include a suitable range of computer applications. For example, Year 12 level 1 students were well challenged by teamwork tasks to complete a project using spreadsheets, and in a unit of work which includes desktop publishing for a magazine. Students are encouraged to work on ICT graphics and in data-collecting aspects of the course without using a computer and research often make use of the library and other sources of information in the school. However, the attention of some students drifts in lessons in which teachers' expectations do not match their needs, especially those of low-attaining students who need more individual attention. Opportunities are missed to use interactive presentations with computers, for example when working through examination questions. Students are usually well managed but, on occasion, they are not encouraged enough and they lose heart when reminded they are far behind in their work. Individual support, provided by a student teacher, was effective.

230. Of the four lessons seen, only one resulted in satisfactory learning: the teaching approach was brisk and sounded interesting. Students became more involved in their own learning when discussing the mathematical concepts needed for the preparation of 'true' and 'false' profit and loss accounting. Written work required of the students is often in the form of structured examination-type questions. Both teacher and student evaluation are used. Errors in paragraphing and sentence construction sometimes go uncorrected but in one lesson, in preparation for a later examination, all students had prepared a neat portfolio in which the teacher's involvement was limited to explanations of method rather than content. Higher-attaining students in Year 12 use effective screen shots in their work. Lower-attaining students sometimes use inappropriate information and they do not have adequate personal organisational skills to cope.
231. The range of ICT skills covered in lessons and coursework is too limited. The evidence in students' folders of the use of exchanging information is unsatisfactory. No evidence was seen of activities to challenge and extend the skills of more able students, although a student with special educational needs achieved as well as other students through the preparation and organisation of tasks for homework. In Year 12, lower-attaining students used a trial and error method of recording information rather than the template provided. Students are attentive when they engage in the prediction of events and the use of ICT in the wider world – sometimes through the unofficial use of websites during unstructured moments of long lessons.
232. Management of sixth form ICT has not secured enough improvement since the last inspection. Planning and assessment of ICT in the sixth form are not satisfactory. Schemes of work and examination courses do not firmly underpin teaching. Students do not relate information and communication technology to applications in the community, although there are links between the school, the local college and Tottenham Hotspur Football Club.
233. Although the majority of students use information and communication technology in their sixth form courses, students are unable to pursue optional basic skills in information and communication technology, partly because of the timetable and assessment arrangements. The applications used help students present their work and analyse information but few instances of the use of advanced applications were seen. Standards are below those expected post-16. The targeting of specific learning goals to support teaching and learning would ensure a more coherent policy and positive ethos for ICT in the sixth form.

## HOSPITALITY, SPORTS, LEISURE AND TRAVEL

No courses are provided which lead to qualifications. A voluntary physical education lesson was observed. Timetabled fortnightly, this was attended by a small number of students who responded well to good teaching and improved their basketball skills.

## HEALTH AND SOCIAL CARE

In 2001, 12 students completed their GNVQ course at intermediate-level and, of these, reasonable proportions gained a qualification (75 per cent) and achieved a merit (20 per cent). Success on the advanced-level course in 2000 was lower. No course is provided this year.

## VISUAL AND PERFORMING ARTS AND MEDIA

Courses were provided in art, which was inspected in detail, and media studies.

### Art and design

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

#### Strengths

- Students achieve well on the GNVQ intermediate-level course.
- Teaching and learning are good overall, with many very good features.
- Courses are well planned and suited to students' needs and capabilities.
- The subject is very well managed; teamwork is strong.

Areas for improvement

- Students' study skills and independence in learning.
- The use of ICT and computer-aided design.
- Links with commercial applications, and local agencies.

234. The 2001, GNVQ results reflected good achievement by students; with a merit and eight passes at intermediate-level, and three merits and one pass at advanced-level. Currently, there are four students taking the intermediate course and they are in line to achieve good results. Observation of work in folders and in progress shows that students are highly productive, working with different teachers on four assignments at one time. Generally, lessons are well structured and cover activities in a wide range of both two- and three-dimensional media. All activities are related to contextual studies and are well planned, matching students' aspirations and abilities.
235. Students work well in lessons and the standards they achieve are at least in line with course expectations and often better. Printmaking, for example, shows good knowledge of a range of techniques. Large mono-prints with an African art theme are lively and expressive. They convey the African cultural influence well, through the use of harmonious colours, bold design and repeated block-printed motifs. The development of literacy skills is successfully linked through most activities. For example, students read aloud and with appropriate expression stories that they have written for children's books which they are designing and illustrating. All tasks involve research and written evaluation. These are undertaken well, although the overall below-average attainment of students at the start of the course has been a constraint on pace and progress. However, all students are developing a very good understanding of visual language and knowledge of the characteristic styles of a good range of classical and modern artists' work. Students questioned about their life drawing understood how tone is used to suggest form. They appreciate that the proportions of the human figure are difficult to draw accurately in perspective, and pointed out the shortcomings in their own drawings.
236. Students have very positive attitudes; they readily adapt to the various demands of the course, and the different approaches of the four teachers. Their attitudes have a very positive effect on their learning and progress. They use their time well in lessons, especially during practical sessions, but more effort could be put into personal research and careful preparation at home. Students take pride in their achievements and present their work well.
237. The quality of teaching is good overall. It is never less than satisfactory and often has very good features. Challenging work and targets are set that extend students' visual awareness and skills in the use of a wide range of media. Students benefit from the combined expertise of the teachers, who all bring different ideas and approaches to the subject; this leads to a rich variety of experience. All teachers have good general subject expertise, and also use their own interests well, through demonstration and making exemplars that show processes and the use of materials and media. Courses and lessons are carefully planned. Provision meets course requirements, but the sequence and presentation of activities need constant review in order to achieve consistency, and to consolidate learning. Evaluations of students' work in progress, and overall assessment procedures, are good. Teachers have clear understanding of students' individual needs and provide very good individual and group feedback in lessons. They arrange appropriate extra-curricular activities, and evening life-drawing classes. However, there is room to strengthen students' self evaluation skills, in order that they can make decisions about their work more independently. Students need to develop the confidence to exchange ideas in open group discussion, and to take individual initiatives. There is scope for more links with commercial practice, for example through visits or visiting speakers. Some use is made of information and communication technology, digital photography and computer-aided design. CD-Roms and the Internet are used for research. These activities need to be developed, as soon as further resources and the space to use them become available.
238. The subject area is very well led and managed. Teamwork is a strength and the course is well organised and run. At present lessons take place in different parts of the building and students do not have a designated room or area in which they can work undisturbed on individual projects. When the department moves into its new accommodation this problem should be resolved.
239. Improvements since the last inspection are good and have been brought about through staff changes and improvements to course structure. Students are now making good progress and achieving well on a course which provides a very worthwhile art and design education.

## Media Studies

240. In 2001, results in the GCE A-level media studies examination were in line with the national average and were the best results in the school. Standards at A-level have improved steadily year by year, and numbers choosing the course have grown. At AS-level, all but one of the 13 students gained a grade. These results represent good achievement in relation to students' prior attainment. No Year 12 class is provided this year, but one Year 13 lesson was observed, in which teaching and learning were very good. The teacher's enthusiasm, extensive subject knowledge and very good relationship with the class helped students prepare for an imminent examination. Close attention was paid to the criteria for success in the new media technologies, including correct use of media terms such as *convergence*.

## HUMANITIES

In recent years, small numbers of students have taken AS-level GCE examination in humanities subjects, with moderate success. In 2001, a single student passed the examination in government and politics and three (of four students entered) passed sociology, in which one gained a high grade. During the inspection, a Year 13 sociology lesson was observed, attended by two students who were working at lower standards than expected, at this stage of an A-level course. Teaching and learning were satisfactory.

## ENGLISH, LANGUAGES AND COMMUNICATION

The focus was on English literature at AS and A-levels, on English GCSE and on Key Skills communication. No students take languages at post-16.

### ENGLISH

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

#### Strengths

- Teaching and learning are good; teachers' wide subject knowledge helps students to learn.
- Marking is very good; comments are detailed and guide students towards improvement.
- The curriculum is well-planned to focus on examination requirements.

#### Areas for improvement

- Results at A-level, which are very low.
- Students' contribution to class discussion, which is limited.
- The use of quotations by students to support their opinions in essays.

241. In 2001, results in the English literature A-level examination were very low compared to the national average. In recent years, results have been similar. Girls do better than boys. Results in 2001, relative to students' attainment in the National Curriculum tests at the end of Year 9 and in the GCSE examinations at the end of Year 11, represented mixed levels of achievement. Three students achieved satisfactorily, but three underachieved, including a student who had joined the course partway through. Results were lower than the school expected. At AS-level, three of the five students obtained a grade, which represented good achievement by two and satisfactory achievement by the third. Two students underachieved, including one with an irregular attendance record. Results for the GCSE re-sit examinations are satisfactory in relation to students' capabilities; a third improved their grades.
242. It was not possible to observe Year 12 groups at the school during the inspection, because of the students' examination commitments. Evidence has been derived from scrutiny of work and talking to students and teachers. There were no AS-level students enrolled in Year 12, but a single lesson that included two school students was observed in the local further education college. They were making good progress in response to effective teaching and working at standards in line with course expectations. In the Key Skills communication course, students learn to improve their basic skills, such as letter writing, use of apostrophes and the construction of brief paragraphs – writing, for example, on the differences between life in Year 11 and in Year

12. While standards of literacy are low, students are helped to improve by very good marking, which includes target-setting. In Year 12, over half the students in the re-sit class do not attend regularly; only five are regular attenders. Work focuses closely on examination technique, and many opportunities are given to enable students to improve. For example, students write on their impressions of Priestley's *An Inspector Calls*, Steinbeck's *Of Mice and Men* and the poems of Simon Armitage, as well as on media topics. Standards are well below average because of errors in technical English and a weak range of vocabulary. Improvements are evident, however, in the work of students who attend regularly.
243. In Year 13, standards in lessons and in work seen were below average. However, in lessons, students achieved well in relation to their capabilities. They listened well to the teachers while passages of prose or poetry were read and explained, but they did not respond readily to questions. While some answers were extended, several remained underdeveloped. In pairs, they made useful notes on the structure, themes and language of extracts from Orwell's *Homage to Catalonia* and McNab's *Bravo Two Zero*. Students showed an interest in war poetry, such as Rosenberg's *Break of Day in the Trenches* and Brooke's *The Dead*, but they needed considerable prompting from the teacher to grasp detail. In written assignments, they showed good understanding of why Jude married Arabella, in Hardy's *Jude the Obscure*, and why Ammu married her husband in Arundati Roy's *The God of Small Things*. Students learn to analyse Keats's odes and to discuss how Owen presents an anti-war point of view in his poetry. While ideas are often relevant, they are not supported by sufficient quotations or explanations to justify statements. Sometimes expression is imprecise and there are errors of spelling, grammar and sentence structure. However, essays are usually well organised and paragraphed.
244. Teaching and learning are good. This is why students of modest ability achieve well in lessons, although they do not transfer the skills learnt to the examination situation. Teachers have good subject knowledge, which enables them to ask key questions to assess students' understanding. For example, in a lesson on war poetry, the teachers' questions focused on the language, helping students to understand why the rat, in *Break of Day in the Trenches* is described as 'cosmopolitan' and how the alliteration in 'a live thing leaps in my hand' gives pace to the line. This promoted good learning and sustained students' interest in the poem. Teachers' enthusiasm for their subject encourages students to concentrate hard and to enjoy the work, though a few students are less keen on written tasks. Students rely heavily on teachers' expertise and have limited independent learning skills. Relationships are very good: teachers treat students like adults, which has a positive impact on attitudes in class. Marking is very good. Teachers carefully annotate essays and give clear comments on how a student might improve.
245. The head of department gives good leadership and management to the A-level course. He works closely with the other A-level teacher in delivering a curriculum which focuses firmly on examination requirements. For example, in one lesson the teacher explained clearly the requirements for the new synoptic paper. Work in school has been enhanced by attendance at the examination board's two conferences on World War One, and by visits to the Imperial War Museum, the Holocaust exhibition and the Spanish Civil War exhibition. Little was said about the sixth form in the last report, so it is not possible to judge improvement, but results appear to be similar.