

INSPECTION REPORT

CARR MANOR HIGH SCHOOL

Moortown, Leeds

LEA area: Leeds

Unique reference number: 108059

Headteacher: Mr T Burgon

Reporting inspector: Mr C Sander
4151

Dates of inspection: 16 – 20 October 2000

Inspection number: 223897

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Carr Manor Road Meanwood Leeds West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Malcolm Lee
Date of previous inspection:	6 March 1995

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	18
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	21
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	24
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	27
HOW WELL IS THE SCHOOL LED AND MANAGED?	29
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	32
PART C: SCHOOL DATA AND INDICATORS	34
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carr Manor High School is a mixed 11-18 comprehensive school. It is smaller than the average school size nationally with 697 pupils on roll, of whom 67 are in the sixth form. The ethnic diversity of the school includes 8 per cent Indian, 6 per cent Pakistani and 5 per cent black African Caribbean. A high proportion, 18 per cent, speaks English as an additional language, of whom 5 per cent receive funded additional support. Forty per cent are eligible for free school meals. This is above the national average. The proportion of pupils with special educational needs, 27 per cent, is above the national average. Seven per cent have statements, well above the national average. Attainment on entry improved this September but previously has been well below the national average with two-thirds of pupils scoring below average in standardised tests. The proportion of pupils staying in education beyond the age of 16 at the school or in further education rose to 58 per cent this year. The school is involved in the national initiative 'Excellence in Cities' and is also linked to a City Learning Centre as part of a local arrangement.

HOW GOOD THE SCHOOL IS

The school meets the needs of its pupils effectively, although standards remain overall well below the national average for all schools. Its work is valued very highly by the parents. Good teaching is helping a high proportion of pupils to make good progress; many, particularly the girls, achieve well from a starting point at the age of 11 that is well below average. The pupils' circumstances and standards on entry make comparison with similar schools a more valid indicator of its effectiveness. Standards at the age 16 were broadly in line with the average for similar schools in 1999 but below it at the age of 14. The care and guidance for all its pupils is very good and parents value highly how good behaviour, maturity and responsibility are successfully promoted. It is including a rising proportion of all pupils within its provision and exclusions have been reduced whilst locally there is a rising trend. The leadership and management of the school are good. The school monitors its work very well but does not evaluate it rigorously. There is a high level of shared commitment to raising achievement, promoting personal development and working closely with parents. Attendance has improved but remains below the national average. Good use of funding linked to special national programmes is contributing to improving attendance and the more positive attitudes of the minority of poorly motivated pupils. The school is improving and gives satisfactory value for money.

What the school does well

- The quality of teaching is good and gives pupils of all abilities the confidence to improve.
- It cares very well for its pupils, providing very good support for their personal development.
- Procedures for monitoring behaviour and attendance are very good.
- It provides a good range of vocational opportunities for lower-attaining pupils between the ages of 14 and 16.
- The governing body provides highly effective support.
- The partnership with parents is very well developed.

What could be improved

- Boys' standards are unsatisfactory, particularly in English and mathematics.
- There is not enough use of information and communication technology (ICT) in all subjects.
- The school management plan does not show clearly what results are expected from major expenditure decisions.
- Targets for raising standards are not set for all subjects between the ages of 11 and 14.
- The management of the provision for special educational needs is unsatisfactory
- Legal requirements are not fully met for the teaching of ICT, the provision of a daily act of collective worship for all pupils and for the teaching of religious education to all pupils at Key Stage 4 and in the sixth form.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1995. Since then it has made satisfactory improvement. The most significant improvements have been in the quality of teaching. Previously this had been barely satisfactory and weak at Key Stage 3 (Years 7-9). It is now good at all key stages. Attendance has improved but remains below the national average. There are fewer exclusions and more effective leadership by heads of department in monitoring standards. Most weaknesses in learning resources have been remedied and the new library is an excellent facility. Standards of achievement have risen and particularly so in physical education where previously they had been weak. Standards have risen at the age of 16 in the proportion of pupils achieving 5 or more grades A*-C, in the proportion achieving 5 or more grades A*-G and also in the average points score of GCE Advanced level students. The improvement in GCSE results at the age of 16 is ahead of the national trend. The achievement of boys by the age of 16 remains a weakness. Well targeted use of additional funding from special national programmes is starting to increase the rate at which attendance is improving. Opportunity for a daily act of collective worship has been extended but remains insufficient. Not all pupils yet follow a course in religious education in the sixth form. There is still insufficient time for music at Key Stage 3 and for religious education at Key Stage 4 (Years 10-11).

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	E	E*	E	C
A-levels/AS-levels	E	E	E	

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

In 1999, standards were well below the national average for GCE Advanced level courses in the sixth form. Many pupils successfully completed the course but few achieved the higher grades. Standards have risen over the last four years although remaining well below the national average. Many students in the sixth form have below average results at GCSE when they start their courses. Their GCE Advanced level results indicate that they make good progress. The standard of their work seen during the inspection was in line with national expectations. GCSE results at the age of 16 were well below the national average in 1999 but broadly in line with the average for similar schools. The proportion of pupils obtaining 5 or more grades A*-C was above the average for similar schools. Girls' results were very much higher than those of boys. In 1998 results were in the lowest 5 per cent nationally. Results are improving at a rate ahead of the national trend. The proportion of pupils obtaining 5 or more grades A*-G was well below the national average and below the average for similar schools. When compared with what pupils were able to do at the age of 11 the results indicate a satisfactory level of achievement and a sound degree of progress. The standards in work seen were below national expectations in all subjects except design and technology where they were satisfactory and in physical education where they were good. Standards in the 1999 national tests at the age of 14 were well below the national average and also below the average for similar schools. The standards in work seen at Key Stage 3 were higher than this. Overall, they were below national expectations but above them in physical education, drama and community languages. As a result of additionally funded special national initiatives there is good quality provision now in place to meet the needs of both the gifted and talented and the poorly motivated pupils, but it is too early to judge its impact on standards. Targets linked to this funding have not yet been set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and nearly all bring a positive attitude to their lessons. They take care of property and are respectful of the feelings of others.
Behaviour, in and out of classrooms	Good. The school is an orderly community and nearly all pupils behave well. A minority of pupils are sometimes distracted in lessons. Movement between the buildings is generally good, although a small minority linger behind when moving between buildings.
Personal development and relationships	Very good. The quality of relationships across the school is high. The school council helps pupils to exercise responsibility and contribute to decisions. Pupils work well together in lessons, showing maturity and self-discipline.
Attendance	Attendance has improved but remains below the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good for all pupils between the ages of 11 and 16 and also in the sixth form. It was satisfactory or better in 97 per cent of the lessons seen. It was good or better in three-quarters of lessons. Teaching was very good or better in a third of the lessons for pupils between the ages of 11 and 16 and in half of the lessons in the sixth form. It was less than satisfactory in three per cent of lessons, one of which was poor. Pupils of all abilities learn well, including those with special educational needs and those who speak English as an additional language. Good provision, funded through additional national initiatives, is developing to meet the needs of talented and gifted as well as less well-motivated pupils.

Teaching is good in English, mathematics and science. It is very good in religious education, physical education and drama and good in all other subjects. Teaching in English, art and religious education was very good in the sixth form. Examples of very good teaching were seen in all subjects and there were examples of excellent teaching in physical education, art, history, drama and religious education. The quality of teaching is now consistent across the school.

Numeracy skills are well taught within mathematics. The school is developing a more consistent approach to the teaching of these skills in subjects such as science, design and technology and geography. Literacy skills are taught satisfactorily overall with good use of writing frames and an emphasis on key words.

The strongest feature in the good teaching was the ability of many teachers to use the right methods that would help pupils of all abilities to learn successfully. They do this by planning very carefully the development of the lesson and providing a good range of activities that encourages pupils to get actively involved. Assessment arrangements have improved but there is still too little emphasis on identifying precisely the expected standards described in the National Curriculum. Pupils need to know more precisely how to improve their work in most subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There are good opportunities beyond the age of 14 for pupils to follow alternative, vocational courses. The range of extra curricular activities is good. Legal requirements are not fully met for ICT and religious education. Additional funding linked to special national initiatives has been well used to further improve provision for the gifted and talented as well as lower attaining pupils.
Provision for pupils with special educational needs	The level and deployment of provision is good but its management is unsatisfactory. Administrative arrangements are incomplete and poor communication systems mean that teachers are insufficiently aware of the content and targets of individual education plans.
Provision for pupils with English as an additional language	Current arrangements are unsatisfactory for those pupils who qualify for funded additional help owing to a staffing vacancy. Provision for all other pupils is good and they are fully included in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The provision for pupils' social and cultural development is very good. There is good provision for pupils' moral development. Provision for their spiritual development is satisfactory and much improved. The school successfully fulfils its aims to promote the personal development of all its pupils both in lessons and through a good range of additional activities.
How well the school cares for its pupils	Very good. Pastoral care is very well led and managed through a team of very committed heads of school heads of year and form tutors. Monitoring of attendance and behaviour is very good; reward and sanction systems are very effective. The partnership with parents is very strong, particularly through the annual 'targeting day' that is helping to raise standards. Monitoring of progress is particularly good between the ages of 14 and 16 and in the sixth form.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and his key staff provide effective leadership through their high commitment and perseverance in seeking to fulfil the long-term aims of the school. Pastoral care is very well led and managed through a team of very committed heads of school, heads of year and form tutors. Sound decision have been taken to use additional funding from special national initiatives according to the school's priorities, but the use of the greatly increased number of computers is only just beginning. The school gives satisfactory value for money.
How well the governors fulfil their responsibilities	Very good. The governors make a highly effective contribution to the development of the school within its local community, acting supportively as its critical friend. However, not all statutory requirements for the curriculum are fully met.
The school's evaluation of its performance	Unsatisfactory. The school reviews its work regularly and is beginning to undertake analysis of its performance. It does not define its targets with sufficient clarity or state the precise criteria and targets by which it will measure its success.
The strategic use of	Good. Financial planning is clear and expenditure very well monitored. The

resources	staffing is adequate to meet the needs of the curriculum. The quantity and quality of learning resources are good and much improved since the previous inspection. The accommodation is satisfactory, although weaknesses remain in the level of specialist facilities in science.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress • The school has high expectations • It helps children to become mature and responsible. • The teaching is good • They feel comfortable about approaching the school with questions or a problem 	<ul style="list-style-type: none"> • There was no particular aspect of the school that any significant group of parents would like to see improved.

More than 80 per cent of parents returned the questionnaire, a very high proportion indeed and a very strong indicator of the highly effective partnership that has been developed between the school and its parents. Many were fulsome in their praise of what the school has done to help their children and highly appreciative of the high level of commitment shown by all the staff. The inspection team agrees that good teaching is now a strength of the school and that the high quality of care provided is helping the pupils to develop into mature and responsible young adults. This is helping all those pupils who take full advantage of what the school has to offer to make good progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment on entry to the school has been well below average since the previous inspection but is now slowly improving. Until this September, approximately two-thirds of pupils' scores were below average in standardised tests administered shortly after they entered the school at the age of 11. Pupils who entered the school in September 2000 had achieved national test results much closer to the national average. It is from this well below average starting point that the standards and achievements of all pupils at the age of 14, at the age of 16 and at the age of 18 should be evaluated.
2. Standards overall are below national expectations at the age of 14 and at the age of 16. They are broadly in line with standards nationally in the sixth form.
3. Results in the 1999 national tests taken by all pupils at the age of 14 were well below the national average and below the average for similar schools. In English and science they were broadly in line with the results in similar schools but well below them in mathematics. Overall, pupils were more than a year behind their age group nationally; in mathematics they were almost two years behind. There were slight improvements in science and mathematics in the 2000 national tests but results were much lower in English than in the previous year.
4. The school's analysis of its most recent 2000 results shows that pupils made good progress and achieved well between the ages of 11 and 14. Three-quarters of the pupils improved their standard in mathematics and English by at least one National Curriculum level and almost two-thirds did so in science. A third of the pupils improved their standard by two levels in mathematics and a quarter did so in English and science.
5. Standards in their other subjects were similarly well below average overall in the 1999 statutory teacher assessments of pupils' work at the age of 14. They were well below average in design and technology, ICT and in music. Standards were below average in art, geography and modern foreign languages. They were broadly in line with the national average in history and physical education. Standards in community languages were assessed as well below national expectations but much higher standards were seen during the inspection. In religious education, standards were below those expected in the locally agreed syllabus.
6. The school's national test results in English, mathematics and science at the age of 14 have been broadly in line with the trend nationally. Performance has remained well below the national average in all three subjects since 1996. The gap between the school's performance and the national average has narrowed in English and remained broadly similar in the other two subjects. Boys' very low standards in English are a significant weakness. They do much worse than girls. Girls do better in mathematics, unlike the pattern nationally. There is no consistent pattern in the performance of boys and girls in science over the last four years.

7. 4Within a broadly similar pattern of results there have been some signs of an improving trend in the other subjects studied by all pupils between the ages of 11 and 14. The proportion of pupils reaching the national expectation, level 5, has increased, particularly in history, geography and art. Boys' performance has improved in art but across all subjects girls have done consistently better than boys. The low standards of many boys' work are an important reason why the school's results remain below the national average.
8. Taken as a whole the standard of pupils' work at the age of 14 is below national expectations. In work seen during the inspection, standards were well below national expectations in English and in music. They were below expectations in mathematics, science, art, design and technology, history, geography and in ICT. Standards were broadly in line with national expectations in modern foreign languages. They were above national expectations in physical education, drama and community languages. The school was not able to provide evidence of the standards reached by pupils who speak English as an additional language in their different subjects between the ages of 11-14.
9. There are three main reasons why overall standards are still below national expectations at the age of 14 despite the good quality of teaching that helps pupils to achieve well and make good progress.
10. Firstly, until this September standards of literacy and numeracy were well below average on entry to the school. These weaknesses contribute, for example, to the below average standards in English, mathematics and science. In mathematics, lower-attaining pupils, who form the majority of each year group, have difficulty in recalling some basic number bonds and the minority of higher-attaining pupils do not recall accurately simple formulae calculations. In English and in science most pupils' written and spoken responses are too brief for them to develop their ideas fully.
11. Secondly, the very thorough assessments administered in a range of subjects show, for example, limited experience and very low levels of skill indeed in art, geography, music and history at the age of 11. As a result, although the very good teaching in history and geography, for example, helps pupils of all abilities to make up much lost ground, standards are still below national expectations by the age of 14.
12. Thirdly, for example in music and in ICT, the range of skills covered is too narrow. In music this is because there is an insufficient allocation of time and in ICT pupils' experiences are limited to word processing and insufficient attention is given to developing keyboard skills. The school does not currently set targets for every subject to indicate the standards it expects its pupils to reach by the age of 14.
13. Achievement by the age of 14 is good. Pupils achieve satisfactorily and make sound progress in English, mathematics and science, design technology and modern foreign languages. They make good progress and achieve well in art, geography, history, music, religious education, community languages and physical education. Achievement overall is generally poor in ICT, although the progress made by gifted and talented pupils is very good.

14. In the 1999 GCSE examinations, taken by all pupils at the age of 16, standards were below the national average. The average result of all pupils was broadly in line with the average for similar schools. Those pupils who took full advantage of the opportunities provided and attended regularly invariably achieved well. Poor motivation and infrequent attendance of a minority of pupils was an important factor adversely affecting the results.
15. Thirty-one per cent of pupils obtained 5 or more grades A*-C. This was below the national average for all schools but represented Carr Manor's best ever results. This proportion was also above the average for similar schools. When compared with the standards pupils were reaching two years previously at the age of 14, their achievements were high compared to similar schools. The proportion of pupils obtaining grades A*-C in English was above the average for similar schools and well above it in science. The proportion in mathematics was broadly in line with similar schools. Thirty-nine per cent of those pupils who gained 5 or more grades A*-C spoke English as an additional language, a relatively high proportion. The girls did very much better than the boys. Fifty-two per cent of the girls obtained 5+ A*-C whereas only 8 per cent of the boys did so.
16. The proportion of pupils obtaining 5 or more grades A*-G in 1999 was 79 per cent. This is a higher proportion than at the time of the previous inspection. Despite this improvement it remains well below the average for all schools and below the average for similar schools. The proportion obtaining 1 or more grades A*-G was also well below the national average for all schools and below the average for similar schools. Poor attendance and low motivation by a small minority of pupils are the main reason for this. The school's involvement in Excellence in Cities within the last nine months has enabled it to start to address this issue through the appointment of an attendance officer, two learning mentors and a learning support centre. This well-planned provision is already producing improved attitudes and attendance.
17. The school's GCSE results show an improving trend over the last three years that is ahead of the national trend. This is mainly because the girls' results have got better, although the results of both boys and girls have remained well below the national average. Persistently low standards by a significant proportion of lower-attaining boys remains a significant weakness that the school is working hard to remedy.
18. In 2000 the proportion of pupils obtaining 5 or more grades A*-C was lower, 18 per cent. However, this figure was in line with the recommended target of the local education authority from its analysis of KS3 results. Almost half of these pupils also speak English as an additional language, indicating standards once again above the average for the rest of their year group.
19. Taken as a whole, standards in work seen during the inspection were below national expectations at the age of 16.
20. Standards remain well below national expectations in English at the age of 16 because many pupils' written work remains too brief and contains too many basic errors in expression. The poor attendance of some pupils means that they fail to complete their course work.

21. Standards in mathematics are below national expectations, mainly because many lower-attaining pupils, who form the majority of the year group, still cannot complete pencil and paper calculations accurately and with confidence. The minority of higher-attaining pupils still experience difficulty in applying their knowledge of algebra to the solution of problems.
22. Standards are below national expectations in science, mainly because most pupils do not have the necessary literacy skills to write about their scientific ideas at length in order to obtain the higher grades, despite being well taught.
23. Standards at the age of 16 are also below national expectations in art, geography, ICT, music, modern foreign languages and religious education. They are broadly in line with national expectations in design and technology and history. Standards are above national expectations in physical education.
24. Achievement by the age of 16 is generally satisfactory. Comparison of standards between fourteen and sixteen show satisfactory progress in English, mathematics, science, design and technology, music, modern foreign languages and religious education. Most pupils achieve well and make good progress in art, geography, history, physical education and community languages. Progress in ICT is poor.
25. The school is part of an additionally funded national initiative called "Excellence in Cities" that is designed to raise achievement. There is good provision to support gifted and talented pupils as well as those who are poorly motivated. It is too early yet to see a significant impact on standards and specific targets for these groups of pupils have not yet been set.
26. Standards in the sixth form are average overall. In the GCE Advanced Level examinations in 1999 the average points score of those students who took two or more subjects was well below the national average. For the two students who took fewer than two subjects it was below the national average. The very small numbers involved in individual subjects mean that comparisons with national statistics must be treated with caution. Eighty per cent of those students who took GNVQ vocational qualifications were successful, a proportion broadly in line with the national average. Girls achieved better results than boys. The school is keen to encourage as many of its students as possible to continue their studies beyond the age of sixteen. Many students had begun these courses with well below average GCSE results. Overall, their results indicate a good rate of progress and a good level of achievement. The number of pupils who complete the two-year courses, and the average standard reached, have improved over the last four years.
27. Standards of work seen in the sixth form were in line with national expectations overall, with particular strengths seen in religious education and mathematics in Year 12 and in history and geography in Year 13. Standards were above national expectations overall in history, in line with national expectations in English, mathematics, science, art and geography, but below national expectations in information technology.
28. Overall, pupils with special educational needs make good progress. This is particularly so, both by the age of 14 and by the age of 16, in art, history, geography, information technology, music, religious education and physical education. They make satisfactory progress in the core subjects of English, mathematics and science and also in design and technology and modern foreign languages.

29. The large majority of pupils who speak English as an additional language do so fluently and write well. They perform relatively better than the rest of the year group in GCSE examinations at the age of 16.
30. Standards in literacy are below national expectations at the age of 14 and also at the age of 16. Many pupils find it difficult to write at length unless they receive considerable assistance. Most pupils have difficulty in understanding fully their textbooks. Spelling and punctuation are areas of particular weakness.
31. Standards in numeracy are generally sufficient to meet the demands of other subjects in the curriculum by the age of 16, except in science. For example, by the age of 14 in history pupils can use statistics, charts and tables and can calculate population density, appreciate scale in map reading and in physical education they can use mental arithmetic to work out heart rates at rest and recovery rates.
32. Standards in ICT are well below national expectations. This is because until very recently the school had insufficient computers and pupils had very few opportunities to develop the full range of skills in their different subjects in order to meet fully the requirements of the National Curriculum. Keyboard skills are poor. Pupils do not learn how to use ICT for measurement and control by the age of 16. Additional funding has recently enabled the school to increase significantly the number of available computers. In the sixth form, students taking GNVQ intermediate level courses reach a satisfactory standard but key skills are not taught currently to those following GCE courses.

Pupils' attitudes, values and personal development

33. Pupils' attitudes to their work are good. In the sixth form they are very good. At the time of the previous inspection, the school was an orderly community but included a small number of pupils with challenging behaviour. This is still the case. In discussion with members of the inspection team, pupils said they enjoy coming to school. This is also confirmed in their parents' comments and in their responses to the questionnaire circulated before the inspection.
34. In many lessons, pupils showed an eagerness to answer questions, collaborate with one another and to take part in the task set. For example, in physical education pupils show very good attitudes in competing and contributing as a member of a team. This was particularly evident in a Year 8 soccer lesson where shooting and team skills were being taught. In art and history lessons, pupils often show excellent attitudes in their concentration and application to the work set. In a Year 9 music lesson, pupils were keen to improve their playing of instruments, while keeping a steady rhythm at the same time as working very well in pairs. Very good attitudes were also seen in religious education and in English in the sixth form.
35. There was a very small number of lessons where pupils' attitudes were unsatisfactory. These included several ICT lessons where pupils did not concentrate fully on their work and in a Year 11 mathematics lesson where one or two pupils distracted others. However, the vast majority of pupils clearly enjoy their time in school and value the equipment and resources they use. This is evident from the care taken of books, desks and other property. There is little evidence of graffiti or vandalism round the school. Litter is not generally seen in corridors, classrooms or outside the school.
36. Behaviour is good, both in lessons, at lunch-times and around the school. There are many staircases and doorways where congestion can occur, particularly between lessons when pupils sometimes have a five-minute walk between the main and lower

school buildings. The vast majority show a mature attitude in moving sensibly to their destination. A small number tend to linger and arrive late for their lessons.

37. The findings of the inspection confirm the views of the very large number of parents who completed the questionnaire as well as those who attended the meeting before the inspection that behaviour is good. There are sanctions for poor behaviour, which pupils understand. They respect and understand the rules. Relationships between pupils are very good. They co-operate well when working in groups or teams, and there is mutual respect between staff and pupils. Teachers know their pupils very well. The pastoral staff including form tutors, heads of year and heads of school are well led by the senior management team and all ensure that this knowledge is used to give pupils confidence in themselves and to promote good attitudes. There are good arrangements being developed to challenge the talented and gifted pupils as well as to support and encourage the minority who are poorly motivated or potentially disruptive.
38. The Learning Support Centre is already starting to produce good results. Thirty-nine pupils have been helped since January 2000, the vast majority in order to improve their potentially disruptive behaviour. More than four out of five have improved. Nearly three out of five are starting to improve their confidence and aspirations. The additionally funded arrangements to improve attendance have already led to significant improvements and the effective contribution of two learning mentors has resulted in well documented evidence of improved attitudes and levels of self-esteem in nearly nine out of ten pupils they have supported.
39. Occasional instances of poor behaviour occur with minor disruption or inattention by a small minority of pupils. Bullying is rare, and pupils say that it is effectively dealt with when it does occur. The commitment given by staff to anti-bullying strategies has been largely successful, and personal development continues to be very well provided for. Incidents involving sexual or racial discrimination are also rare, and the school is generally a calm, orderly community where pupils have the maximum opportunity to learn.
40. Pupils are usually polite and respectful to each other, staff and visitors. They demonstrate a good understanding of other people's needs and actions, particularly through their work in drama.
41. Pupils have limited opportunities to show initiative in lessons, although they enjoy the practical activities which take place in science, art and design technology. Some pupils represent their form on the school council, which is regarded as effective by many pupils. This enables them to express their view, for example, about the dining accommodation arrangements. Students in the sixth form also have a number of opportunities to show their maturity and responsibility. These include acting as "peer counsellors", for which some have received specific training as part of the school's anti-bullying strategy. Some also visit the local primary school to act as reading partners for pupils.
42. Pupils also actively participate in and enjoy a wide range of extra-curricular activities, and appreciate the awards they receive for effort, attendance and achievement. They support several charitable causes, including deprived children in Nepal. Through this work they appreciate how those who are less fortunate than themselves must feel.
43. There were no permanent exclusions last year, and 61 fixed term exclusions. These figures have reduced over recent years whilst the local trend has been rising. Exclusion is always followed by a very carefully managed return to school. The school's

strong commitment to inclusion is well illustrated in the very effective work undertaken through its inclusion unit.

44. Attendance is unsatisfactory but has improved since the appointment of an attendance officer. This arrangement is funded through 'Excellence in Cities'. This very effective strategy is already leading to an improvement of between three and five per cent in attendance. An analysis of attendance on one day during the inspection confirmed an attendance level of 88 per cent, a figure broadly in line with the levels the school has been achieving this term.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

45. There have been major improvements in the quality of teaching since the previous inspection. At that time 20 per cent of the teaching at Key Stage 3 was unsatisfactory. The quality of teaching is now good. It is helping pupils of all abilities to learn well, including those with special educational needs and those who speak English as an additional language.
46. Teaching was satisfactory or better in 97 per cent of the lessons, of which three-quarters were good or better. It was very good or better in nearly a third of the lessons between the ages of 11 and 16 and in half of the lessons in the sixth form. It was unsatisfactory in three per cent of lessons, one of which was poor. Excellent teaching was seen in five per cent of lessons. Although many pupils enter the school with limited literacy, numeracy and practical skills, good teaching is helping them to learn well in nearly all of their lessons. The quality of teaching seen during the inspection confirms the high regard that parents have of teaching across all key stages.
47. The major improvements in teaching owe much to the skill of teachers in adapting their methods to match the learning needs of all their pupils and to improved subject knowledge. Teaching is now much more consistent between the ages of 11 and 16 because it is more closely monitored and there is a greater shared understanding of what works well. The good teaching in the sixth form has been maintained.
48. Overall, teaching was very good in religious education, physical education and drama and good in all other subjects. It was very good in several subjects in particular key stages for example, English and art in the sixth form, in history for all pupils at Key Stages 3 and 4 and in physical education at Key Stage 3. Teaching was good for all pupils at both key stages in English, mathematics, science, art, geography, ICT, modern foreign languages and music. It was satisfactory at Key Stage 3 and good at Key Stage 4 in design and technology. In community languages it was good at Key Stage 3 and satisfactory at Key Stage 4.
49. Teaching in the sixth form was good overall, with some very good lessons, well matched to the students' ability. No unsatisfactory teaching was observed in the sixth form. Students were challenged by skilled questioning. For example, in art the teacher extended a student's knowledge and understanding through questioning and assessment of her work and, in a pure maths lesson, students were challenged to think for themselves by such questions as "Why is that there?" and "What can you say about the values of...?" Good relationships promote confidence in the students so that discussion can be open, as in a GNVQ health and social care lesson where students were planning a health promotion campaign for Key Stage 3 pupils and were able to talk about the risks of teenage lifestyles without embarrassment.

50. Pupils with special educational needs are generally well taught. The team of classroom support assistants work well with the teachers to support those pupils who have statements. Care is taken to ensure that such pupils are fully involved. However, the targets included in individual education plans are not always fully known, understood or interpreted appropriately.
51. Nearly all pupils who speak English as an additional language are well taught because they are fluent in both spoken and written language and require no additional help. The school has identified a few pupils where this is not the case. Their needs are currently not well met as the post of curriculum and parent support assistant is vacant, and no alternative arrangements were evident in lessons.
52. Teachers consider most carefully what methods are best suited to supporting the progress of their pupils. This is a very good feature of the teaching of English, history and art. Scientific methods are consistently taught and this provides a good foundation for pupils to develop confidently their skills of enquiry and investigation. In design and technology the lesson is divided into small sections so that pupils can sustain their concentration well. One of the big improvements and current strengths in the teaching of history is the increased opportunity pupils now have to analyse evidence and study things in greater depth. By using questions very skilfully and designing activities that will encourage active involvement, pupils' interest and concentration are sustained and they learn well. Nowhere was this better seen than in the dynamic teaching of art in the sixth form.
53. Teachers make good use of their subject knowledge. The weaknesses evident at the time of the previous inspection have been remedied. For example, design and technology is now taught entirely by specialists and there have been significant improvements in subject knowledge in the teaching of music. A high degree of specialist knowledge is now an excellent feature in the teaching of history right across the school, helping to bring the subject alive for the pupils. Very good subject knowledge is a strength in the teaching of religious education where teachers skilfully make the subject relevant to the modern world. In mathematics teachers use their good subject knowledge well to help lower-attaining pupils avoid the possible confusion about mathematical terms that might delay their progress. Subject knowledge is well used in geography to demonstrate the skills and techniques that pupils need to make progress. In the best lessons, such as in art, drama and history, teachers used their knowledge to capture pupils' imaginations as well as developing their understanding. This was also a very strong feature in the teaching of religious education and in information and communication technology where wider social and cultural issues were also addressed. Very good subject knowledge is also a particular strength in the teaching of mathematics, English and art in the sixth form and is used very effectively to engage pupils' interest.
54. The teaching of basic skills is generally good although until recently its co-ordination across all subjects has been unsatisfactory. Much of the current good practice stems from the commitment and skill of individual teachers. The degree of co-ordination is greater in the teaching of numeracy because representatives from each subject area have worked together to produce helpful guidelines about teaching topics such as graphs in different subjects. The teaching of basic skills is excellent in history and is helping pupils to learn quickly and well. Key words are well emphasised and writing frames are used to help pupils to improve the organisation and increase the length of their writing. Subject vocabulary is well taught in history and geography and accurate

spelling is emphasised. In practical subjects, such as physical education, art and design technology, particular care is taken to improve upon the very low level of skills that many pupils have when they first join the school. The very good use of demonstration in art helps pupils to develop basic drawing skills; these are also well taught in design and technology.

55. The planning of lessons is invariably good. In geography and design and technology, for example, objectives are clearly stated and the work for the lesson is carefully linked to what has been learnt previously. In mathematics, a range of increasingly challenging tasks encourages pupils to think and talk about what they are learning. Pupils frequently learn well when the planning of the lesson gives opportunity for discussion and time to think about what they are doing. This is a strong feature of the good teaching in geography. As a result, they make good progress. In design and technology the good progress and quality of learning in pupils' GCSE project work stems from the carefully structured guidance they receive. Only in the teaching of community languages at Key Stage 3 is the planning of lessons unsatisfactory.
56. Teachers nearly always have high expectations of their pupils and share these clearly with them. In science, for example, pupils are encouraged to predict and draw conclusions and in design and technology they are challenged to improve their initial evaluations. High expectations were well illustrated in those modern foreign languages lessons where the teacher spoke continuously in French and challenged the pupils to understand unfamiliar vocabulary without telling them the answer. This encouraged them to show perseverance and to work things out for themselves. Very occasionally this was not the case, for example when Year 9 pupils in geography were asked merely to colour in and label maps of Egypt and the Nile delta and in a Year 11 modern languages lesson where the simple tasks were too easy for the pupils.
57. The behaviour and learning of pupils are well managed in nearly all lessons. This is an excellent feature of the teaching in ICT at Key Stage 3 and a very good aspect of the teaching in geography, history, religious education, physical education and drama. The very good relationships between pupils and teachers were an important factor contributing to the good quality of learning in history. There is frequently good teamwork involving the teacher, the pupils and the classroom assistants. Very occasionally the behaviour of boys is unsatisfactory and affects the progress of the rest of the class, for example in English at Key Stage 4. However, such situations are generally well managed.
58. Time is generally well used within lessons although sometimes when pupils have to move between the lower school and the main building, as much as ten minutes can be lost. Good pace was a frequent feature of many lessons and particularly good use was made of resources in English and in community languages. Good use is made of ICT in business studies, design technology and science but in other subjects it is used insufficiently.
59. There have been improvements in the school's assessment and marking arrangements since the last inspection but practice remains inconsistent across subjects. It is an excellent feature in drama but is ineffective in English because pupils frequently do not know clearly how well they are doing compared with the standards set in the National Curriculum. It is much better in geography where pupils have a very clear idea of what they need to do to improve. Assessment is very well recorded in modern foreign languages but is not used to set targets.

60. Good use is made of homework in nearly all subjects. It is very well used in art, geography and in religious education at Key Stage 3. This is helping to develop positive attitudes and encourages pupils to organise their own work.

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

61. The quality and range of learning opportunities within the planned curriculum are satisfactory at Key Stages 3 and 4 and good in the sixth form. Overall, the quality of provision is satisfactory. The 25 hours of teaching time for each key stage is broadly in line with national guidelines.
62. At Key Stage 3 the curriculum makes good provision to improve pupils' basic skills. Pupils are taught by their form tutor for some of their lessons in order to provide a link with how they were taught in primary school. Fifteen per cent of the available time is allocated to English and mathematics, a slightly higher proportion than is usual, in order to help pupils to improve their skills in literacy and numeracy. Lower-attaining pupils have less time for modern foreign languages at Key Stage 3 and spend more time improving their literacy skills. These arrangements are well planned and are helping those pupils to improve their basic skills. There are two lessons each week for ICT in Year 7 but the aim that skills will then be taught through the different subjects thereafter is not fulfilled. As a result, legal requirements for the teaching of ICT are not fully met. The time for music is insufficient to enable pupils to reach satisfactory standards by the end of the key stage.
63. Provision at Key Stage 4 is generally satisfactory and well planned to meet the needs of all pupils. All pupils study science for 20 per cent of the time in order to gain two GCSE examination passes. No pupils currently study two modern foreign languages beyond the age of 14 but provision for pupils to study community languages is good. A particularly strong feature is the provision made for lower-attaining and less well-motivated pupils to attend alternative vocational courses organised by the East Leeds Family Learning Centre and Tec-North. These opportunities enable pupils to study courses in photography, catering and electronics. Provision for religious education is unsatisfactory. All pupils study religious education for six weeks as part of the personal, social and health education course in Years 10 and 11. These arrangements do not fulfil the requirements of the locally agreed syllabus that teaching and learning should be continuous.
64. Provision for careers education is good. There are well-resourced careers areas. Planned arrangements for teaching careers education are good within the school's personal and social education lessons. The work experience arrangements for Year 10 pupils are well managed and gain much from the good links that the school has established with local businesses. There is satisfactory provision for the teaching of sex education and drugs education within the personal, social and health education lessons.
65. Several initiatives within special national programmes to raise achievement and promote inclusion are helping to enrich the curricular provision. For gifted and talented pupils at both key stages and in the sixth form there are additional classes and occasional visits. This good level of provision is planned to include, for example, master classes and summer school as well as special lessons and individualised programmes of work. There is a good balance between individual work and group activity to meet the particular needs of the poorly motivated pupils within the Learning Support Centre and to

support either their successful return to lesson or to provide alternative curricular arrangements and vocational courses beyond school.

66. In the sixth form the good curriculum provision is well designed to meet the needs of all the students. There are 10 subjects at A2/AS level, with further options of French and history which were not taken up this year. There are 2 GNVQ subjects, and a general studies course at AS level. A further 3 A/AS level subjects, psychology, law and sociology are being studied by 4 students in partnership with a local college of further education. Religious education takes place for Year 13 within general studies and for Year 12 within one additional lesson per week. However, legal requirements are not fully met because there is no provision for GNVQ students to study religious education,
67. Provision for extra-curricular activities is good. There is provision for a wide range of activities and experiences particularly within art, drama, English, music and physical education. In physical education, for instance, there is an extensive programme of activities in which many pupils take part. There is a good range of sports clubs for boys and girls across all year groups, where pupils are recognised for participation and their successes. In art, sixth form students forge close links with a local college of art and pupils have had the opportunity to visit the Tate and local galleries. The school helped to organise a residential trip to New York in a link project for pupils in the 6th form. In the design and technology residential 'Concept 2000' project, links with industry and Leeds University were developed in a Young Enterprise project with other schools. The English and drama departments organise regular theatre trips and workshops, and school theatrical performances are highly regarded by the community. Through the year there are a number of residential fieldwork trips in several subjects that promote personal and social development and broaden pupils' understanding of the subjects they study. Most subjects organise thriving lunch-time and after-school clubs and revision groups. These arrangements include good, well planned provision for gifted and talented pupils.
68. The planned opportunities within the curriculum to promote pupils' personal development are good. The school successfully fulfils its aim to create a secure, caring and supportive community where there is respect for all.
69. Spiritual development is much improved since the previous inspection and is now satisfactory. There is an increasing number of opportunities for pupils to have insight into a range of values and beliefs and to think about their own experiences and beliefs. A prayer room is provided which pupils can use, particularly during festivals of their own faith. During the week of the inspection, time for stillness and appropriate responses was included in daily assemblies. Pupils were invited to ask for guidance for those in the midst of conflict in the Middle East and for athletes in the Paralympics who have overcome adversity in order to succeed. Examples of inspiring teaching in art, physical and religious education are stimulating pupils' thought and understanding. In English, where pupils compose their own poetry, reflection is often encouraged. In science, the 'Big Bang' theory about how the world was formed has caused lively debate from pupils in different ethnic and religious groups, where science conflicts with their religious understanding of creation. Special events, such as the presentation evening where awards include those presented for perseverance and overcoming adversity, and regular drama productions which have a high profile in school, are helping pupils to aim high and change their views of what life can be like. Insufficient attention is given to pupils' spiritual, aesthetic or creative development in mathematics, geography and modern and community languages. The school does not yet meet all the statutory requirements for collective worship because such opportunities are not provided every day for all pupils.

70. Provision for moral development within the curriculum is good. Adults within the school community provide good role models. They make their expectations of high standards of behaviour very clear, promoting them consistently, vigorously and sensibly through the school's moral code and positive behaviour policy which pupils sign. This policy underpins all school life. As a result most pupils show genuine tolerance and respect for individuals and their opinions. For instance, in their respect for fair play in physical education and in the discussion of many moral issues in the sixth form, such as genetic engineering in science and organ transplants in religious education. The personal, social and health education programme is providing continuous assistance to pupils when they encounter different moral dilemmas as they move through the school. The school's adoption of two boys in the Third World has awakened pupils' interest and responsibility for people less fortunate than themselves.
71. Social development is very well promoted through collaborative work and the varied opportunities for taking responsibility and developing self-esteem. Pupils work well together in lessons, and group work encourages them to listen and respect each other. Opportunities for the personal development of pupils with special educational needs are good. They develop confidence in themselves by working with others in smaller and larger classes. Involvement in tackling environmental issues, through such events as 'Lifestyle' organised by the police, has resulted in pupils winning awards. Discussions in science about attitudes to inherited diseases encourage tolerance and understanding. Sixth formers play a good part in school through peer counselling linked to the prevention of bullying. Younger pupils assist teachers in class routines. Drama plays a significant part in school life. Residential and many theatre and dance visits, combined with pupils' excellent involvement in school projects, plays and concerts, lift pupils out of their 'everyday' routines. Involvement in a number of musical groups, including the choir and instrumental ensembles, team games and competition, extend pupils' social skills. The school council plays its part and responsibility is encouraged through accepting pupils' various ideas for raising money for charitable giving. Pupils' tolerance and working with each other in this multi-ethnic community is a good role model for us all and a credit to the school.
72. There is a very good range of high quality opportunities to develop cultural awareness, understanding and appreciation. Music and sport, theatre and art visits, drama productions, residential trips, field work and work experience all contribute to a very good programme of extra-curricular activities involving their own and other cultures. The school promotes multicultural education through its teaching and practice of respect and toleration for every one. These values are well taught with the personal, social and health education lessons and through different subjects. For instance, in English many multicultural texts such as 'Roll Of Thunder, Hear My Cry' by Mildred Turner are in regular use. In art, history and music, pupils study the contribution and effect of many different cultures. In history the African culture is discussed as a link to studying the distressing 'slave trade'. In religious education the comparative study of a number of different religions open up pupils' understanding of different cultures and their effect on pupils' lives. Pupils in the sixth form have visited New York. The school's financial support of two boys, one in Nepal and one in Ethiopia, constantly keeps pupils' interest and involvement through ideas for raising money. Regular letters and messages from Nepal give pupils an insight into what life there is like and how it is different from their own
73. Overall, there has been significant improvement in the curricular provision to support pupils' personal development in the school since the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

74. Provision for pastoral care is very good. The personal support and care pupils receive is a strength of the school.
75. The very high proportion of parents who completed a questionnaire before the inspection indicates that they are very pleased with the way the governors, headteacher and staff show their commitment and dedication to pupils' welfare. Pupils value the way they are encouraged to do well in their work and in sports. Both pupils and their parents particularly like the reward systems, which gives merits and commendations for work or effort. At the annual presentation evening, held during the week of the inspection, the achievements, efforts, contributions and high attendance of a large number of pupils were celebrated before a large audience of appreciative parents.
76. The school has in place a very well-organised pastoral care team, led by the assistant headteacher who is director of pastoral care. He leads a team of heads of school, heads of year, year tutors and subject teachers most effectively. The successful foundations of their work lie in the very good knowledge they have of each pupil's personal and academic needs and background. Care is taken to understand and counsel pupils whose behaviour or attendance gives cause for concern. Continuous monitoring of personal progress is undertaken under the direct supervision of the pastoral head. There are effective systems in place to reward good behaviour or effort. Special commendations, assemblies and presentation evenings are used to recognise achievement.
77. The partnership with parents is an important aspect of the very effective way the school cares for its pupils. The annual targeting day provides a highly effective opportunity for teachers and parents to work together in helping to motivate the pupils. The pupil planner booklet is also well used by teachers and parents to monitor work, behaviour, attendance and homework. Tutors send parents a half-termly effort report on their child. This is monitored by heads of year and is greatly valued by pupils and their parents. Close links with parents are also a good feature within the additionally funded arrangements to improve attendance and pupils' motivation. They are less clearly identified in the provision for the gifted and talented pupils.
78. Pupils are well aware of the rewards and sanctions for good or poor behaviour. Parents are involved at an early stage when behaviour is unacceptable, and the school works hard to include all pupils, even those with behavioural problems. Through the "Excellence in Cities" initiative, pupils who have not responded to the earlier stages of the discipline system can be taught in small groups within a learning support unit to an individually designed programme. Through this additional funding the school has employed two learning mentors to support those with social or behavioural difficulties, including poor attendance, and a learning support centre where counselling and support are provided for those identified with general learning difficulties.
79. The school maintains an accurate and detailed record of pupils with educational and behavioural difficulties, using this to ensure accurate and timely intervention and appropriate referral. The learning mentors have good contact with the appropriate outside agencies including social services to ensure that domestic and domiciliary circumstances are fully recognised in determining the best way to support individual pupils' needs.
80. The arrangements for child protection are good and follow the guidelines of Leeds area child protection committee. One of the learning mentors and the special needs co-

ordinator act jointly as the designated person for child protection. The schools' procedures are effective and clear to all staff.

81. The school has recently used "Excellence in Cities" funding to appoint an attendance officer. His work is already having a noticeable effect on attendance. He actively seeks to visit poor- and non-attenders' homes, reminding parents of their responsibilities. In addition, administrative staff telephone the pupil's home on the first day of an unexpected absence.
82. The school promotes good attendance through various award schemes, including raffles, prize draws and certificate awards for one hundred per cent attendance. Newsletters also encourage good attendance and seek to discourage parents from taking pupils on holiday in term time. Poor attenders are set attendance targets in their pupil planner, and parents receive an "attendance guide".
83. Health and safety procedures in the school are good, with all required arrangements for first aid, fire, medicines and accidents in place. The Headteacher is the designated person. Health and safety issues identified in the last inspection have been addressed. There are now risk assessments carried out in the physical education department. The handrail at the main entrance is secure.
84. Procedures for exclusion are well managed. There is a governors' pastoral committee which regularly monitors the school's actions on behavioural issues. It has not yet identified fully how it will evaluate the impact of additional funding under special national programmes.
85. Personal and social education lessons and assemblies are used well to reinforce the need for discipline and respect for one another. Caring, responsibility and self-confidence are promoted at these times, and teachers set an excellent example in their respect for one another and their pupils. Rewards and sanctions are consistently applied, and praise is used well to raise pupils' self-esteem and expectations. Pupils are taught about health and safety appropriately within the curriculum.
86. Students' academic progress and welfare are well supported in the sixth form by tutors who know them well. There is a lengthy process of consultation before they enter the sixth form which includes teachers, form tutors and parents. The effectiveness of this consultation is evidenced by the high completion rate on courses. This has improved steadily over the last four years. There is daily monitoring of attendance and regular monitoring of progress by tutors to determine whether students are meeting the contract that enables them to keep their EMA grant. Students appreciate the additional help they receive from teachers and tutors, and have the security of knowing they can approach their personal tutor if problems arise.
87. The school carries out its statutory duties concerning assessment and National Records of Achievement. Instances of non-compliance noted at the last inspection no longer apply. The school has clear policies on assessment, including marking, recording and reporting, and has made satisfactory progress overall in these areas. The procedures for assessing attainment are satisfactory. The use of assessment for planning lessons remains inconsistent and in some subjects makes insufficient reference to the standards described in the National Curriculum. Pupils are well supported through the revision and study clubs organised in many subjects and there is a good range of activities for talented and gifted pupils that are funded through the special national programmes to raise achievement. Teachers give generously of their time outside lessons to help pupils.

88. The school has recently purchased commercial software to improve further its assessment arrangements by enabling teachers to monitor pupils' half-termly assessments, National Curriculum levels, effort grades, reading age and other data. The database is currently being compiled for the present Year 7 and will eventually encompass the whole school. This will enable the speedy comparison of groups, sets, boys and girls, ethnic groups and subjects. It will also allow the quick identification of any changes in pupils' progress and enable early action to be taken.
89. Assessment procedures in Key Stage 3 are satisfactory overall but with some variation between subjects. Good practice exists in science, history and geography. In these subjects pupils are given their National Curriculum levels throughout the key stage. They are involved in the assessment process itself and are supported by marking that tells them clearly how they might improve. In geography, for example, pupils keep their Record of Achievement sheets inside their exercise books, thus making achievement and assessment an integral part of the lesson. In many subjects, including modern foreign languages, mathematics, and community languages, pupils are unaware of the National Curriculum levels.
90. Target setting is unsatisfactory at Key Stage 3. Some subjects make full use of assessment to determine pupils' attainment on entry. The results of standardised reading, verbal and non-verbal reasoning tests and of the Key Stage 2 National Curriculum tests are used to allocate pupils to groups. In art, history and geography good use is made of baseline assessment in subject skills early in Year 7. English, mathematics and science use Key Stage 2 test results to identify what pupils can and cannot do. However, no targets for the new Year 7 group nor for other year groups at Key Stage 3 have been set to indicate the expected threshold of their achievement at the age of 14. This is a significant weakness in the current arrangements.
91. In Key Stage 4 and the sixth form assessment procedures are more precise with strong emphasis placed on the projected examination grades. At the beginning of Key Stage 4, on the basis of Key Stage 3 results and standardised test scores, a target GCSE points score is set. This is then translated into subject grades. These are formally monitored against pupils' actual progress each term. Any pupils causing concern are given a pupil support plan. This involves their filling in a grid for each lesson in a recording booklet. A points score based on attendance, classwork, homework, coursework and attendance at revision classes shows whether or not they are on target. In addition to this, several departments keep assessment records that monitor pupils to ensure that they are on target; good examples are found in science, geography, drama and mathematics.
92. The school is starting to monitor the impact on pupils' behaviour and attitudes of the arrangements funded through special national programmes to raise achievement and promote inclusion. It has not yet set targets for its gifted and talented pupils within these arrangements.
93. In the sixth form, tutors monitor students' progress, based on information from subject areas. This has proved an effective procedure. Many subjects give out-of-lesson support, for example in science where GCE Advanced level students are mentored by the head of department.
94. A special and highly effective feature of the school's provision is the annual 'targeting day'. This involves teachers, parents and all pupils. The aim is to engage parents in targeting their children's progress. Experience has shown that parent consultation evenings have an average attendance of between 35 per cent to 40 per cent; this is

almost doubled for 'targeting day' when parents and pupils attend a fifteen-minute interview to discuss targets. Before this pupils will have had discussions about possible targets with form tutors. The targets are followed up after the actual day and progress on targets is included in annual reports. These arrangements are highly valued by many parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

95. Parents are generally very pleased with the education and support the school provides. Over 550 parents returned a completed questionnaire before the inspection. Their responses and those expressed at the meeting before the inspection were very positive. They were particularly pleased with the high expectations set by the teachers and their approachability when parents raised a problem or question with them. Almost all parents said their child liked school and made good progress. Many were impressed with the way the school encourages them to achieve well.
96. The school strives to involve parents in all aspects of their child's education. As a result the links between the school, pupils and parents are very effective. Parents are encouraged to come into school if they have concerns, and the pastoral team involves them at an early stage if there are problems with attendance, behaviour or progress. They visit the school in large numbers for presentation evenings and productions. Induction evenings are held in the summer term for parents of pupils transferring from primary schools.
97. The school has a well-designed home and school agreement in place and there is an established and active Parents, Teachers and Friends Association [PTFA], which organises social events and raises money for additional resources. Teachers, including members of the senior management team, are also enthusiastically involved in the PTFA's work. This commitment from teachers motivates parents to attend the extensive range of events organised by the PTFA. Recent purchases from the funds raised include revision books for science, vouchers and prizes as part of the school's rewards schemes. Previously there has been support for the purchase of pupil planners and library books. Parents' involvement in the school's work is good. They are generally supportive in monitoring and assisting their child with homework. Many of them co-operate well in monitoring and signing the pupil planner, acknowledging that they have seen the half-termly effort report and have received various letters which go home. They use the planner well as a means of communication with tutors and appreciate the teachers' readiness to discuss concerns or suggestions at almost any time.
98. The school provides good information for parents. The prospectus is clear and helpful and the regular newsletters are a very effective means of communication. Recently the October newsletter contained a reminder about how the pupil planner is to be used, details of all the awards to be presented at the annual presentation evening, the summer numeracy school and a very good section on parents' involvement in ensuring good attendance. In addition, regular letters go home on specific topics. One such letter concerned the new learning support centre set up to help pupils whose behavioural record might result in exclusion without this additional facility. This letter is sent to parents of pupils who are judged by the pastoral monitoring system to be in need of this additional support, and outlines the reasons, rewards and steps towards re-integrating the child back into the mainstream school activity.
99. Effort reports, which are highly valued by pupils, and the annual 'targeting day' provide valuable and effective information for parents on pupils' progress. The annual parents'

evening and pupil report are both highly valued by those parents who attend. They say that they get good information on their child's work. The reports are of good quality and are subsequently reviewed on 'targeting day' and at the following parents' evening.

100. Parents were very pleased with the information from the pupil survey as part of the schools' anti-bullying strategy. They are very positive about the effective way this issue is dealt with when it occurs. The clear, positive information on this and other concerns clearly raises parent's awareness and reinforces their view that the school is very efficient in dealing with their concerns. They are contacted promptly about problems or concerns. This caring approach is highly regarded by parents.
101. Parents are actively involved in their child's learning at home. The work of the attendance officer and pastoral team in contacting parents is beginning to reduce the numbers of poor and non-attenders. This has been and will continue to be a major feature of the school's commitment to raising standards as part of the 'Excellence in Cities' initiative.
102. The introduction of the attendance officer, learning mentors and other measures to support pupil behaviour and progress which all involve and require parental support and careful communication indicate an improvement in the good links with parents identified in the last report. These initiatives funded through the 'Excellence in Cities' project have also led to improvements in communication through 'first day' contact with parents in order to minimise unauthorised absence. The school has worked hard to establish very effective links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

103. The leadership and management of the headteacher and senior staff are good. The main strengths of the headteacher's leadership are evident in the high level of commitment and perseverance he has shown in promoting the school's improvement strategy since the last inspection. In this he has been very well supported by his senior management team. He has successfully led the significant improvement in the quality of teaching. The school is well managed. Lines of delegated responsibility are clear, covering the curricular and pastoral aspects, the sixth form and financial management.
104. The quality of leadership and management in most other areas of the school is much improved since the last inspection. Many teachers have subject or pastoral management responsibilities. The leadership within physical education is excellent and there is good leadership in science, history and design and technology. This is helping to raise standards, particularly as a result of improvements in the monitoring of teaching quality and improvements in the quality of the curriculum that have addressed the weaknesses in several subjects identified at the time of the previous inspection. There is still insufficient emphasis on setting precise targets to raise standards within individual subjects.
105. The management and leadership of pastoral care are very good and provide very good support and guidance for all pupils. There is very good teamwork within tutor teams and a consistent level of expectation that promotes positive attitudes and behaviour. The monitoring arrangements for attendance and behaviour are major strengths.
106. The leadership and management of the sixth form are satisfactory. Day to day management of the students is good, as is the philosophy of an open entry to meet their individual needs. There are good arrangements to monitor achievements and progress

but this is not then used to set clear targets for further improvement. There are plans to improve the attainment of gifted and talented pupils by using the 'Excellence in Cities' funding to provide specialised study facilities. No targets or measurable objectives have been set to evaluate this strategy.

107. The school's priority to raise achievement is defined and expressed clearly in its annual management plan. The objectives of the plan indicate appropriately how the commitment to raising achievement will be managed. Tasks, responsibilities and timescales are well defined. The broad costing of the plan ensures that there is a good link between financial planning and management planning. The longer-term strategy is identified in outline and provides a framework for future management decisions. Arrangements to review the plan annually are effective. The headteacher, his senior staff and those with other responsibilities share a good understanding of how the school needs to improve further. Their commitment to this challenging task is high. There is a good capacity overall to succeed.
108. The school is part of a nationally funded initiative 'Excellence in Cities'. The allocation of this funding to support pupil mentoring, create a learning support centre and co-ordinate provision for gifted and talented pupils is well integrated into the plan. It is well linked to the overall priorities of the school, namely to raise achievement and include everyone in the work of the school for the mutual benefit of all. The effectiveness of the Learning Support Centre and the learning mentors is being well monitored. This indicates the school's growing awareness of the need to evaluate the outcomes of its decisions and provision.
109. The school development plan defines priorities clearly. The necessary actions to bring about improvement in provision are well identified but there are no measurable targets to indicate the expected improvements in standards. The objectives in the plan do not identify clearly enough what major expenditure decisions, such as the appointment of learning mentors, the creation of the learning support centre or the significant increase in the provision for ICT will have upon standards, pupils' attitudes or the quality of teaching and learning across the school, other than in very general terms. As a result, the school and its governors cannot currently undertake a rigorous analysis of the effectiveness of their planning decisions within the overall strategy to raise achievement. The absence of targets linked to the major developments in provision funded through 'Excellence in Cities' is the most significant weakness within overall satisfactory arrangements to manage this additional funding linked to the special national programmes intended to raise achievement and promote inclusion.
110. The governing body has made a very strong contribution to supporting school improvement since the previous inspection. The chair of governors has provided a high level of continuity and commitment during this period and the committee structure covering all the main areas of school life is highly effective. Communication within the governing body is very good; its partnership with the headteacher and his senior staff is a major strength of the school. As a result they have a good knowledge of strengths and weaknesses. This enables governors to act confidently but supportively as its critical friend. Governors involved in appointments ensure that they see the candidates teach before they are interviewed. In this way they have been able to contribute to the improvement of the quality of teaching in a very direct way.
111. Despite these many strengths, the legal requirement to provide a daily act of collective worship for all pupils, to provide religious education for all pupils in the sixth form and to provide ICT across the curriculum are not being fully met. There is insufficient time for the legal requirements to be fully met in religious education at Key Stage 4 and no

opportunity for pupils following vocational courses in the sixth form to follow a course in this subject.

112. Monitoring arrangements are generally satisfactory. The school is developing an effective approach to monitoring teaching in all subjects. The current arrangements have contributed to a significant improvement since the previous inspection. The monitoring of academic standards is satisfactory. It is thorough and clear in identifying patterns of results and areas of strength and weakness, for example the low standards of boys, but does not then include a rigorous analysis of the reasons for this in order to inform further action. The monitoring of attendance and behaviour is extremely thorough. The impact of key policies such as the anti-bullying strategy is well monitored.
113. The school makes good strategic use of its resources, despite annual uncertainties about the size of the school and the additional demands made upon it by the split-site arrangements. The staffing budget is distributed equitably across each key stage and the sixth form with additional allocations according to identified needs. Financial planning is very good. The principles of best value are understood and applied in major expenditure decisions. The finance committee is highly effective in monitoring the monthly financial statements and in tracking expenditure through the financial year. The high quality of financial planning was particularly well illustrated when, within very tight time scales, funding linked to 'Excellence in Cities' was allocated very precisely to meet the school's key objectives to raise achievement. The recent auditor's report identified a weakness in the audit arrangements for the school fund that has already been acted upon. The overall arrangements for financial management and the financial controls to support them are good.
114. Specific funds are generally well managed, particularly the targeted funding to support the provision of learning mentors, a learning support centre and additional resources for ICT. The special educational needs budget is defined clearly and additional funding for classroom support assistants is effective. The arrangements for the allocation of the ethnic minorities achievement grant (EMAG) are unsatisfactory because the post of curriculum and parent support assistant is vacant and funding has not been used to support alternative temporary provision.
115. Until very recently, the school had insufficient resources to make adequate use of ICT and other modern technologies to support its management systems fully. As a result of special funding linked to special national programmes, it is now introducing new systems to support the monitoring of pupils' progress and regular assessment. ICT is now well used to monitor attendance.
116. There is a satisfactory match of staff to the demands of the curriculum. Where there is non-specialist teaching it is not having an adverse effect upon standards. This represents an improvement since the previous inspection. There is a good programme of induction to support teachers new to the school. Preparations for performance management are at an early stage but are already helping to focus the attention of staff on the quality of teaching and the progress made by their pupils.
117. The level of resources in the school is now good and much improved since the last inspection. There remain shortcomings in science and music. Essential improvements in the number of computers to support the teaching of ICT have only occurred recently and much equipment was not in use during the inspection. The most striking improvement is in library provision. This is well equipped with new and appropriate resources and is well used by teachers and pupils, especially in English and science. It is very well managed. The centre is comfortable and welcoming,

encouraging pupils to enjoy their reading and to use multi-media resources for personal study.

118. There is adequate classroom accommodation but science facilities remain unsatisfactory overall because the improvements have only been partially completed. There has been a generally satisfactory degree of improvement since the previous inspection.
119. The school has three buildings, the lower building for Years 7, 8 and 9 and the main building for Years 10 and 11, and the sixth form centre. Each subject now has suited rooms. This has promoted more consistent teaching and easy access to shared resources. There is some unavoidable loss of time when pupils move between buildings.
120. Facilities for physical education are much improved since the previous inspection. All the criticisms in the last report have been dealt with and the accommodation is now good. ICT facilities are provided on both the lower and main school sites. The provision in the lower building is good. The ICT rooms in the main building are designed to take a maximum of 20 pupils.
121. The buildings are in a generally good condition. There is a well-planned programme for refurbishment. Two rooms for foreign languages are in need of redecoration as part of this programme. Both sites have good displays of pupils' work, particularly in English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

118. In order to raise standards further the headteacher, governors and staff of the school should:

Raise the standards of boys, particularly in English and mathematics, by:

- identifying clearly why boys are making less progress than girls in each subject;
- monitoring their progress more regularly;
- adjusting schemes of work and teaching methods to raise the expectations of boys.

(Paragraphs 3, 6, 7, 15, 17, 120, 121, 123, 131, 132, 133, 191)

Increase the use of ICT in all subjects by:

- identifying more clearly in schemes of work the opportunities in each subject to develop particular ICT skills;
- setting targets for the use of ICT in each subject;
- monitoring the effective use of the school's new ICT resources to ensure that all subjects provide sufficient opportunity to develop these skills;
- monitoring the quality of ICT work with each subject on a regular basis.

(Paragraphs 31, 57, 61, 128, 150, 168, 186, 198, 211, 224)

Identify more clearly in the school development plan the improvements in standards that are expected following major expenditure decisions by:

- setting measurable targets for improvements in standards linked to each major objective and expenditure decision within the development plan;
- monitoring regularly progress the impact on standards of these decisions;

- evaluating fully the effectiveness of major expenditure decisions.

(Paragraphs 104, 107)

Set targets for raising standards in all subjects at Key Stage 3 by:

- identifying clearly the standards of work expected in each subject by the end of each year, linking these expectations to the standards described in the National Curriculum;
- including descriptions of these standards in schemes of work for each subject;
- setting targets for each year group based on their prior attainment;
- monitoring progress towards these targets on a regular basis.

(Paragraphs 5, 12, 58, 89, 102, 144, 145, 158, 181, 208)

Improve the management of the school's provision for special educational needs by:

- ensuring the completion of all individual education plans;
- developing better links with individual subject departments so that individual education plans are fully understood by all teachers;
- ensuring that clear targets are set so that progress can be measured more accurately.

(Paragraphs 49, 127, 164, 201, 217)

Ensure that legal requirements are fully met for the teaching of information technology and religious education and that there is provision of a daily act of collective worship for all pupils by:

- reviewing the current organisation of the curriculum in order to identify the required time and opportunities to fulfil statutory requirements;
- recording fully how these requirements will be met;
- identifying schools in similar circumstances that have successfully met these legal requirements.

(Paragraphs 61, 62, 68, 109)

The inspection team also recommends that the governors, headteacher and senior staff:

- review the time allocation for music at Key Stage 3;
- set targets to raise attendance further so that it at least reaches the national average over the next three years.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	174
Number of discussions with staff, governors, other adults and pupils	73

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	27	40	25	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	630	67
Number of full-time pupils eligible for free school meals	280	

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	45	3
Number of pupils on the school's special educational needs register	182	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	111

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	24

Attendance**Authorised absence**

	%
School data	10.4
National comparative data	7.9

Unauthorised absence

	%
School data	1.9
National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	51	47	98

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	14	11	7
	Girls	28	14	13
	Total	42	25	20
Percentage of pupils at NC level 5 or above	School	43 (25)	26(34)	20 (55)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	22 (5)	11 (13)	9 (22)
	National	28 (35)	38 (36)	23 (27)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	11	14	8
	Girls	24	17	19
	Total	35	31	27
Percentage of pupils at NC level 5 or above	School	37 (24)	32 (34)	28 (55)
	National	64 (61)	64 (64)	60 (59)
Percentage of pupils at NC level 6 or above	School	18 (5)	15 (13)	17 (22)
	National	31 (30)	37 (37)	28 (30)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	61	65	126

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	5	43	50
	Girls	34	57	61
	Total	39	100	111
Percentage of pupils achieving the standard specified	School	31 (16)	79 (72)	88 (89)
	National	46.6 (46.3)	90.9 (87.5)	95.8 (95.7)

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

GCSE results		GCSE point score
Average point score per pupil	School	27 (20.9)
	National	38.0 (37.0)

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

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

Attainment at the end of the sixth form

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
	1999	14	8	22

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	8.1	10.6	9.1 (8.0)	2.5	N/A	2.5 (1.3))
National	17.7	18.1	17.9 (19.0)	2.7	2.8	2.8 (3.3)

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

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	16	81
	National		N/A

International Bacculaureate		Number	% success rate
Number entered for the International Bacculaureate Diploma and the percentage of those pupils who achieved all they studied	School	0	N/A
	National		82.5

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	32
Black – African heritage	5
Black – other	31
Indian	54
Pakistani	43
Bangladeshi	6
Chinese	8
White	494
Any other minority ethnic group	6

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	0
Black – African heritage	0	0
Black – other	5	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	49	0
Other minority ethnic groups	2	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	46.5
Number of pupils per qualified teacher	15

FTE means full-time equivalent.

Education support staff: Y7 – Y13

Total number of education support staff	19
Total aggregate hours worked per week	475

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	84.1
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Average teaching group size: Y7 – Y13

Key Stage 3	22.6
Key Stage 4	19.8

Financial information

Financial year	1999-00
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	£
Total income	2,090,344
Total expenditure	2,085,506
Expenditure per pupil	3,099
Balance brought forward from previous year	48,340
Balance carried forward to next year	53,178

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	697
Number of questionnaires returned	558

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	3	2	1
My child is making good progress in school.	40	48	4	1	8
Behaviour in the school is good.	38	45	10	1	6
My child gets the right amount of work to do at home.	34	48	9	5	5
The teaching is good.	43	46	2	2	7
I am kept well informed about how my child is getting on.	43	39	9	2	6
I would feel comfortable about approaching the school with questions or a problem.	54	36	5	1	4
The school expects my child to work hard and achieve his or her best.	66	28	2	1	3
The school works closely with parents.	41	43	9	1	5
The school is well led and managed.	43	43	5	2	7
The school is helping my child become mature and responsible.	44	46	2	2	6
The school provides an interesting range of activities outside lessons.	47	35	6	1	11

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

ENGLISH

119. Standards in the national tests at the end of Key Stage 3 in 1999 were well below the national average but broadly in line with the average for similar schools. They were better than those gained in science and mathematics. Teachers assessed their pupils to be slightly below these standards. The proportion of pupils who reached the national expectation, level 5, and above in 1999 was well below the national average. The proportion reaching standards above the national expectation was close to the national average. Results had been improving but have gone down in 2000. Girls perform much better than boys.
120. Standards in the GCSE English and English Literature examinations in 1999 were well below the national average both in the proportion gaining A* to C and in the proportion gaining A* to G but above the average for similar schools. There is a huge gap between the standards of boys and girls, over twice the national average difference. Only 85 per cent of pupils were entered for the English examination. Standards had been rising but declined in 2000. Pupils did less well in English than in most of their other subjects.
121. In the GCE Advanced level English literature examinations in 1999, standards were well below course expectations. No student achieved an A or B grade, and only a quarter gained A to E. They were better in 2000, but only 2 candidates were entered.
122. The well below average standards in the national tests at the age of 14 and in GCSE examinations at the age of 16 are confirmed by inspection evidence, with those of boys well below those of girls.
123. At Key Stage 3, some pupils attain standards in line with and above national standards but for the majority, standards are below average. High-attainers write accurately and punctuate speech effectively. They produce interesting extended writing in response to questions in detail but with some hesitation. Lower-attainers respond very briefly both on paper and orally. They have problems listening closely. They can extend their ideas when given support by writing frames and from the teacher, but spelling and punctuation are poor. They read simple texts accurately but have difficulty in finding relevant information to answer questions, unless given support. Pupils read with enjoyment. They use the library regularly and talk about their choices, boys as well as girls. Drafting and refining work to improve its final presentation are begun early on and developed as pupils progress through the school. Much finished work is vibrantly displayed in classrooms and corridors, providing a stimulating environment for pupils' learning.
124. At Key Stage 4 some pupils achieve high standards, but for the large majority standards are below average. High-attainers understand the characters in, 'Macbeth', and appreciate Shakespeare's use of dramatic irony. They produce accurate, well-expressed written work in a mature style, for example, in response to the novel, 'Roll of Thunder Hear My Cry'. They speak confidently. Middle-attaining pupils can write at length but fail to organise their ideas convincingly and often omit paragraphs. Their standards are severely affected by frequent absence and many coursework folders are almost empty at this late stage in the course. Lower-attaining pupils enjoy their reading and respond with interest to texts such as, 'Lamb to the Slaughter', but lack depth in their answers. Their written work is brief and has a lot of basic errors in expression. There are far more boys than girls in the lower sets.

125. In the sixth form, standards are in line with course expectations. Students read aloud excellently, and reveal strong personal response to text in their discussion. Their written work is accurate and detailed.
126. Taking into account the well below average standards of attainment on entry to the school, pupils' achievement is satisfactory. They make satisfactory progress at Key Stage 3 and at Key Stage 4, including those who speak English as an additional language. Progress in the sixth form is good. Pupils with special educational needs make progress at a similar rate to the rest of the class in general terms, but as their individual targets are not used in the classroom it is not possible to judge if they make satisfactory progress towards these.
127. Improvement since the last inspection has been satisfactory. Most of the improvement has been made in recent months and has resulted in the production of a more cohesive scheme of work which ensures coverage of National Curriculum requirements without being too prescriptive. Good systems of assessment, closely linked to the National Curriculum, are beginning, with benchmarks firmly established. Teaching has improved and the routine exercises with no purpose, noted in the previous inspection, no longer happen. Though pupils do some work with ICT it is still used insufficiently. Library provision is now very good. Pupils and teachers use it frequently. This is having a strong impact on reading habits.
128. The quality of teaching is good at Key Stages 3 and 4 and very good in the sixth form. It ranges from very good to a very small proportion that is unsatisfactory. A strength of the teaching is the range of appropriate methods used. Pupils in Year 11 studying Shakespeare deepened their understanding of this language by asking each other questions about the text, coming to their own decisions rather than being told by the teacher, thus developing their independent learning. A Year 7 class made good progress in understanding their reading and in extending their writing using a writing frame to look at characters in 'The Ice Palace'. Year 10 improved both speaking and listening skills because they were very interested in joining in their topical and well prepared debate on whether paedophiles should be named. Resources are also well chosen and effectively used. The department uses many multi-cultural resources to encourage pupils to consider other people's opinions, such as 'The Well' which provoked thought about the conditions of slavery. The video of 'Wuthering Heights' effectively promoted discussion on characterisation in Year 12. Another strong feature is the effective use of homework. This is set appropriately and often used as an integral part of the next lesson. Pupils in Year 11 had looked at how newspapers stereotyped women before looking at Shakespeare's treatment of Lady Macbeth.
129. Where teaching is less effective, the aims of the lesson are insufficiently clear, and pupils are not drawn into why and what they are doing. In addition assessment procedures are unsatisfactory. They do not motivate pupils sufficiently or indicate to them how they might improve. In these lessons many pupils do not know what their present standards are nor exactly how to improve them. There is an insufficient emphasis on the development of basic skills. Pupils are not always taught how to get it right in the first place; key words may be written on the board but are not always taught. On rare occasions when the management of pupils is unsatisfactory, the behaviour, especially of boys, can affect the progress of the class, but usually class management is good and relationships positive, with teachers, pupils and often classroom assistants working well together.

130. The leadership and the management of the department are satisfactory. The monitoring and evaluation of the curriculum and teaching are a developing strength. The underachievement of boys, for example, has been evaluated and several useful developments are underway. Boys sitting next to girls in some classrooms effectively improves boys' concentration, for instance. Important changes have been made in the way the department is being run which are beginning to have an impact on raising standards.

MATHEMATICS

131. In the 1999 National Curriculum tests taken by all pupils at the age of 14 standards were very low. Approximately one quarter of the pupils reached the national expectation, level 5, whereas nearly two-thirds did so nationally. Eleven per cent of the pupils reached standards that were above level 5. This was well below the national average of 38 per cent. The difference in performance between girls and boys is against the national trend, with girls achieving higher standards. Standards are well below the average for similar schools. The trend over the last four years, in terms of average National Curriculum points score, is below the national trend. There was a slight improvement in 2000 when 29 per cent of pupils reached the national expectation or better.
132. The proportion of pupils gaining A*-C grades in the 1999 GCSE examination was 24 per cent, well below the national average of 46 per cent but broadly in line with the average for similar schools. The percentage of pupils reaching A*-G grades was 92 per cent, below the national average of 96 per cent. The proportion of pupils gaining the highest A* and A grades was 3 per cent, compared with a national figure of 9 per cent. In terms of both grades A*-C and A*-G girls reached a higher standard than boys. This was particularly so for the proportion of A*-C grades: 36 per cent of girls reached this standard, compared with only 9 per cent of boys, significantly greater than the difference nationally. Standards at GCSE over the last three years have fluctuated, but are always below those in science and sometimes those in English. The unverified GCSE results for 2000 show a decrease in the proportion of A*-C on 1999, from 24 per cent to 20 per cent.
133. No students took GCE Advanced level in 1999, but the results for 2000 show that all students taking the examination gained at least a grade D. The national average for this year has not yet been published and the very small numbers involved make comparisons unreliable.
134. Standards on entry, based on Key Stage 2 results and other nationally standardised tests, are well below national averages, but rising. For the Year 7 pupils of 2000, standards are approaching the national average. The levels of achievement of all pupils are satisfactory by the end of Key Stage 3. In Key Stage 4 the overall achievement of all pupils is good, but with boys achieving less well than girls. Achievement in the sixth form is good relative to the expected standard of the students at the beginning of their sixth form studies. Pupils with special educational needs make satisfactory progress.
135. Standards of work seen are below national expectations in both Key Stage 3 and Key Stage 4, but average in the sixth form. The standards observed at Key Stages 3 and 4 are higher than the very low standards shown in the previous national tests and examinations. The difference can be explained by improvements in teaching, the effects of increasing levels of attainment on entry and the fact that absences have more of a negative effect on examination results than on the quality of workbooks scrutinised or standards observed in class. Standards remain below national expectations mainly because many lower-attaining pupils, who form the majority of the year group, still

cannot complete pencil and paper calculations accurately and with confidence. In addition the minority of higher-attaining pupils still have difficulty in applying their mathematical knowledge to the solution of problems.

136. Pupils at all levels of attainment make good progress in algebra and number. Lower-attaining Year 7 pupils did mental calculations involving subtracting two-digit number from 100, working against the clock, and, by Year 9, are able to perform 'long multiplications' with some measure of success, and to perform money calculations without the aid of a calculator. In Year 11, they could list all the prime numbers between 10 and 30 and experienced some success with money calculations involving value for money or 'best buy'. Middle-attaining Year 7 pupils progressed from continuing simple number sequences to using algebra to construct formulae to generate sequences in Year 10. In Year 7, higher-attaining pupils carried out a mini-research project for homework involving finding the numbers of various things, for example: a film with a prime number in its title or the number of moons Jupiter has. By Year 10 these pupils were dealing with recurring decimals and were manipulating complex arithmetic expressions in order to investigate rational and irrational numbers.
137. In the sixth form, a Year 12 GNVQ health and social care group was able to measure accurately and use this information to draw a scale plan of a room to be used for a nursery, using a sensible scale. In a Year 12 GCE Advanced level statistics module students could compare and contrast the different methods used to describe the spread in a set of figures. A pure mathematics group was able to find the value of constants in complex mathematical expressions. In Year 13, students were able to sketch the graphs of complicated trigonometric functions and to check these using graphical calculators.
138. Lower-attaining pupils in Key Stage 3 could achieve higher levels of attainment in basic work related to fractions, whilst the highest-attaining Key Stage 4 pupils sometimes experienced difficulties when dealing with fractions involving algebraic expressions.
139. Since the last inspection the quality of teaching has improved. Many lessons now follow the format of the *National Numeracy Strategy*: a short number activity, followed by the main learning activity, concluding with a review of the lesson's work with perhaps a brief mention what the next lesson will be about. At the beginning of each lesson the learning objectives of the lesson are given to the pupils, in understandable language. In keeping with the *National Numeracy Strategy*, pupils are encouraged to explain 'how' they arrived at their answers, rather than merely giving the answer. There is now a greater importance given to the correct use and spelling of mathematical terms. Pupils are often given the opportunity to read questions aloud to the class. All these features increase pupils' mathematical confidence and understanding by encouraging correct use of language. The *National Numeracy Strategy* has also improved pupils' mental numerical skills, although some lower-attaining pupils still use their fingers rather than recall of numerical facts such as the multiplication tables, though even in these cases pupils do use some quite sophisticated 'short cuts'.
140. The quality of teaching in mathematics is good at all key stages. Teaching is at least satisfactory in over 95 per cent of lessons. It is good or better in over 75 per cent and very good in 15 per cent of lessons. The efficient use of learning support assistants means that pupils with special educational needs make satisfactory progress, though these pupils could make greater gains if more effective use was made of targets within these pupils' individual education plans. Teachers have a good knowledge and understanding of the subject, so they are aware of the common mistakes pupils make, for example: in a Year 9 handling data lesson, the teacher encouraged pupils to think

about how to remember the difference between 'mean', 'mode' and 'median' – a common source of confusion in examinations.

141. Teachers know well what their pupils can do and what they need to do to improve. They plan lessons carefully to match their attainment levels. For example, in a lesson for a lower-attaining Year 11 group, the text contained some difficult reading matter. The teacher read this carefully to the pupils but also posed challenging questions to check that they understood. This ensured that all pupils participated, and gave the pupils experience in listening to others and the confidence to speak within a group. Good relationships and confidence building were a feature of all good lessons. In a Year 12 GCE Advanced level lesson, students were challenged to select appropriate methods to measure spread in a set of results, making them think back to previous work and to make decisions. In a Year 12 GNVQ health and social care lesson, sensitive and well-chosen questions brought out the importance of checking measurements and giving the correct units.
142. All very good lessons consisted of a range of activities, involved pupils in active discussion, and progressed at a good pace. These very good features were well illustrated in a lesson on the circumference of circles for a higher-attaining Year 9 group when pupils were given the opportunity to use measurements taken of the circumference of everyday objects at home, to be combined with those made from objects in the classroom, such as bicycle wheels. Pupils had then to speculate on possible relationships connecting the circumference and diameter of circular objects. A whole class discussion modified these views. This was followed by some exercises from the text book read out aloud. During the lesson, pupils had to spell out the names of various parts of the circle, to use correct mathematical language and units and to consider the accuracy of the answers displayed on their calculators. The lesson concluded with a review of the progress made, organised so that pupils answered questions rather than merely being told answers.
143. The leadership and management of the subject are satisfactory. The quality of teaching is monitored on a regular basis. Pupils' progress is assessed using various statistics relating to standards, including Key Stage 2 test results, and comparisons are made between the standards of different sets within a year. The rise in standards, or value added, between different key stages is also analysed at a basic level. The department is hard working and committed to the raising of standards. Teachers run several after-school revision clubs. They were actively involved in a recent successful numeracy summer school. The effectiveness of this is being monitored over the next year by tracking the progress of the pupils involved.
144. The department is making very good use of additional funding linked to the 'Excellence in Cities' initiative. Well-considered plans are in place to meet the needs of talented and gifted pupils but no specific targets have been set as part of arrangements to evaluate their success.
145. At present, apart from in Year 7, pupils have very little opportunity to use ICT to support their work in mathematics. A new computer room is will shortly be available. Assessment procedures are satisfactory in Key Stage 4 and in the sixth form. In Key Stage 3, however, although assessments are regular and of a good quality, pupils are not given their National Curriculum levels so that they know the standard they have reached and what they need to do to achieve the next level. Insufficient use is made of target setting to promote a shared understanding of the progress that has been made and what needs to be done to improve further.

SCIENCE

146. In the 1999 National Curriculum tests taken by all pupils at the age of 14 standards were well below the national average for all schools and broadly in line with the average for similar schools. One fifth of the pupils reached the national expectation level 5 or above, whereas just over one-half did so nationally. Standards for boys were slightly below those of the girls for the previous three years, during which time the trend of results matched the national trend. Less than one-tenth of pupils reached standards that are above the national expectation whereas nearly a quarter of all pupils did so nationally.
147. Standards in the 1999 GCSE examinations were well below the national average for all schools but were well above the average for similar schools. The proportion of pupils obtaining grades A*-A was close to the national average. Whilst the girls' results were broadly in line with their age group nationally, those of the boys were very low and the main reason for the overall well below average results. Approximately one-tenth of pupils completed successfully the certificate of achievement course in science.
148. Standards in the sixth form for the comparatively small number of students studying biology and chemistry are below the national average.
149. Standards on entry to the school are well below the national average. Pupils make satisfactory progress and their level of achievement is satisfactory at the age of 14, 16 and in the sixth form. Standards in science are above English and mathematics at the end of Key Stage 3 but below those for English and above those for Mathematics at Key Stage 4. There are no observable differences in the standards reached by those pupils who have English as an additional language.
150. The standard of work seen during the inspection was below national expectations at Key Stages 3 and 4 and average in the sixth form. It was better than the 1999 national test results indicated. Pupils' skills in reading and writing show a wide variation at both Key Stages 3 and 4 and this has a major impact on standards. Higher-attaining pupils in Year 9 and Year 11 could describe experiments and prepare extended writing for course work respectively. For other pupils, written work is brief and in some cases confined to one-word answers. All pupils had many opportunities to develop and use number skills including graphical work. Again, wide variations were observed ranging from confident use of decimal calculations to basic counting exercises at both key stages. Pupils used ICT to obtain information about chemical elements in one lesson but, as yet, its use to support learning is underdeveloped in science.
151. At Key Stage 3, pupils successfully burnt magnesium under controlled conditions and used number skills to find out how it combines with oxygen. In another lesson, pupils had difficulty in finding the pressure they exert on the floor because of difficulties in the determining the area in contact with the floor. Lower-attaining pupils carried out tests of food to find the parts of a balanced diet but required considerable support by teachers to record their results in a proper way.
152. At Key Stage 4, higher-attaining pupils took temperature reading as insulated and non-insulated objects cool, tabulated their results, presented them graphically and were able to make conclusions. Lower-attaining pupils successfully carried out experimental procedures for burning common foods to find their energy values but had difficulty in taking temperature readings and in some cases working out rises in temperature.

153. In the sixth form, students used satisfactory standards of number and spatial skills when finding how chemical solutions reacted, in finding the laws controlling the collisions of objects and how chemical substances fitted together in large compounds. Students in the newly formed Year 12 physics group have made a satisfactory start to the course.
154. The quality of teaching is good in both Key Stages 3 and 4 and in the sixth form. Teaching in approximately 70 per cent of lessons is good or better. Satisfactory or better teaching took place in all but one lesson. This represents a significant improvement since the last inspection and accounts for the steady improvement in standards in science from that time.
155. The strength of the teaching is a consistency of style which encourages pupils to take their own observations, record them and to make appropriate deductions from them. Pupils have a clear idea of what is expected from them and respond well to this challenge. Very good teaching encourages pupils to make predictions and draw conclusions about experimental results, for example what the accurate measurement of mass before and after the burning of magnesium tells us about chemical combination. Unsatisfactory teaching and learning occurred on the only occasion when pupils failed to respond in a responsible way to the challenge of an appropriate practical situation.
156. The teaching of pupils with special educational needs is well organised within science. Experienced teachers are given good support by learning support assistants. This helps pupils to overcome their weaknesses in the basic skills of numeracy and literacy and enables them to be fully involved in the lesson. Teachers use question and answer technique well to remind pupils of previous work and to conclude the lesson. The standard of written work in terms of tidiness, accuracy of writing, graphs and calculations depends considerably on the quality of marking.
157. Homework is set on a regular basis and marked. However, greater consistency across all teachers is required in marking with suitable comments, which are designed to produce further improvement. Detailed marking of sixth form work is good.

158. The leadership and management of science are good. Schemes of work have been revised in both key stages and in the sixth form, the latter taking into account the new structure of courses. GCE Advanced level physics is now taught in Year 12 and teachers' subject knowledge now covers the full range of scientific disciplines. The department is setting targets for individual improvement, based on accurate records of their standards on entry to the school. It is starting the process of setting overall targets for improvement as a subject but this is not linked to any whole school strategy. Good management by all teachers ensures that the wide range of experiments is carried out safely and that one laboratory with totally unsatisfactory sink and electrical services is used safely. Leadership of science has improved since the last inspection and more consistent teaching is improving standards.

ART

159. In the 1999 statutory teacher assessments, standards at Key Stage 3 were below the national average. Just under half of the pupils reached the national expectation and just under one eighth exceeded it. Trends over the past three years show that boys' standards have improved steadily but girls continue to do better than boys.

160. At Key Stage 4, standards in GCSE art examination results in 1999 were well below the national average for grades A*-C but all pupils obtained a grade in the range A*-G. Girls performed better than boys. In 2000 results were lower because the standards of this particular group were very low on entry. No national comparisons are available at the time of the inspection. Patterns of performance over the last three years indicate that girls steadily improved their standards, to below rather than well below the national average, whereas boys' standards remained consistently well below the national averages.

161. Pupils in different ethnic groups and those with English as an additional language, achieve standards similar to other pupils.

162. In the sixth form, the 1999 GCE Advanced level results were broadly in line with the national average. There were no candidates in 2000. The very small proportion of students taking these examinations over the last few years makes national comparisons unreliable.

163. Many pupils enter school with exceptionally low standards in basic art skills. The standards on entry this year are better but remain low. There are very good assessment procedures to identify pupils' level of skill at the start of Year 7. Overall, pupils achieve well and make good progress at both key stages and in the sixth form. In 2000, approximately two-thirds of pupils achieved better results in art than in their other GCSE examinations and statutory assessments at the age of 14 compare favourably with other subjects. Currently, a very small number of pupils with special educational needs are taking art as their only GCSE subject and are achieving well.

164. Standards of work seen during the inspection were below national expectations. At Key Stage 3, standards are low and similar to those recorded in the 1999 statutory teacher assessments. This is because pupils have particular difficulties with proportion, basic design skills and composition. However, they make gains in understanding the art of different cultures, for example Aboriginal art, and deepen their understanding of design, the use of paint and symbolism. They learn to work in a variety of scales, and work effectively together as a group. Occasionally too much support is given to pupils with special educational needs by learning support assistants. This makes the pupils less self-reliant and it has an adverse effect on their learning and standards.

165. At Key Stage 4, standards are below national expectations because pupils find composition very difficult and the lower-attaining pupils find it hard to use their thinking skills and to develop their own creative ideas. There is too much copying of secondary source material including post card reproductions of other artists work. The higher-attaining pupils use a variety of techniques when working with watercolour and they have a good understanding of positive and negative shapes. Excellent teaching has a very positive effect on pupils' learning when working on the 'Cubes and Tubes' project. There are positive gains in learning, thinking skills, specific technical art skills and creative skills.
166. In the sixth form, standards are in line with national expectations for the GCE Advanced level course. The very good teaching and the students' high level of commitment help them to achieve well. Particular emphasis is placed on widening students' experience by working with practising artists. All sixth form students use their sketchbooks well, showing a high level of investigation and exploration.
167. Talented and gifted pupils' sketchbooks are exemplary and they work to a high standard in information and communications technology when producing the school prospectus. Sculpture has a high profile in the school and students produce imaginative work, including that on the human figure and a 'bicycle sculpture'. All are developing their own particular style and following their own creative thoughts. The higher-attaining students are developing their drawing skills especially their tonal work, for example, when drawing animals and in the study of a mother and child. Colour is used particularly sensitively, as when exploring red and green peppers and water. Students made great gains in learning on their residential visit to New York.
168. Improvement since the last inspection has been satisfactory. A number of strategies have been introduced to improve standards, with particular attention to improving boys' achievement. The Key Stage 3 programme of work has been re written and is now more challenging. Assessment procedures have improved to conform with the 2000 curriculum. The department makes a good contribution to literacy. There is an emphasis on improving pupils' literacy skills, including their knowledge of specific art vocabulary, speaking, listening and writing skills. There is a sound contribution to numeracy through measuring and proportion. Resources for developing pupils' knowledge and understanding of other artists' work have been improved. Information and communication technology is not developed fully and this has an adverse effect on standards. .
169. The quality of teaching is good. At Key Stage 3, teaching ranges from satisfactory to excellent. At Key Stage 4 teaching is at least good, with some excellent teaching. In Key Stages 3 and 4, seventy-five percent of teaching is good or better. In the sixth form all teaching is very good or better.
170. Where teaching is excellent, its dynamic qualities grip the pupils' attention and imagination so that they enjoy the lesson, are totally involved and are excited by learning. Excellent management skills ensure that pupils sustain their concentration. Through excellent questioning techniques, teachers encourage pupils to think about how they can apply what they already know to their current work. Pupils know exactly what is expected of them and how they can succeed.
171. The main feature of good and very good teaching, is that work is pitched at the right level for the pupils and the methods used take into account the difficulties that the pupils

experience in such basic art skills as drawing simple shapes and cutting them out. Teachers use demonstration well to promote these skills.

172. Teachers very occasionally allow inappropriate classroom behaviour and the learning support staff give pupils too much help. This means that pupils do not make as much progress as they could because they are too dependent and do not show initiative.
173. All the features of good teaching help pupils to make good progress throughout the school in their knowledge and understanding and their practical and creative skills. Talented pupils make very good progress because they have extra adult help to further extend their achievement in skills, knowledge and understanding. Relationships are very good. Pupils with special educational needs make good progress because teachers plan well for all pupils. Throughout the school, teachers use homework very well. It is relevant and consistently given.
174. The leadership and management of the art department are satisfactory. The head of creative art monitors pupils' work and teachers' planning. The monitoring of teaching quality by direct observation has started. The art teachers work very well as a team and have introduced strategies to improve standards. Because of the intensive work on observational drawing skills, the higher-attaining pupils in Year 7 are now achieving average standards.

DESIGN AND TECHNOLOGY

175. Standards upon entry to the school are low. Many pupils have little prior knowledge of the design process and its application. In the 1999 statutory teacher assessments at the age of 14 the proportion of pupils at or exceeding the end of Key Stage expectation was low. In the 1999 GCSE examination just over one third of pupils obtained grades A*-C, a proportion well below the national average. The proportion gaining grades A*-G, 98 per cent, was above the national average. Girls did considerably better than boys.
176. The standards of current work are average overall, although pupils' skills in making things are generally better than those in designing and evaluating. By the end of Key Stage 3, standards are low, and in some areas pupils do not readily generate and refine design ideas. The standard of graphic presentation is poor. A high proportion of project evaluations are superficial. Pupils' products seen are often innovative, but the standard of finish of practical work is low. In food technology, pupils understanding of basic food hygiene issues is high, and they can make informed dietary choices.
177. By the end of Key Stage 4, the standards of work are average overall, but there are variations in the different subject areas within design and technology. In some, pupils' research is not broad enough but in others such as food it is extensive. Pupils make good use of questionnaires to broaden their research and produce an analysis of their findings. Standards of detail in practical work seen in graphics were in some cases very high. In many instances, the use of ICT is improving the standards of pupils' work, presentation and research. In systems and control for instance pupils try out circuit designs, and design and modify printed circuit boards using computer software, while in resistant materials they can use a database to create and cost a list of project material requirements. Attainment is higher where clear project structures or writing frames are provided for pupils' guidance. In general, pupils in both key stages pay insufficient attention to the quality of presentation. As a result, standards of communication are unsatisfactory.

178. Since the last inspection, standards of achievement have improved. Non-specialists no longer teach in the department, and the overall time allocation to the subject area is good. In Key Stage 3 pupils now gain access to a range of material areas through the year. The curriculum is under regular review, and schemes of work are being revised yearly to raise expectations. The quality of teaching in both key stages remains good and the department now utilises its technician support effectively. The department development plan has clearly identified priorities to improve accommodation and increase the use of information and communication technology. This is starting to have an effect on the professional quality of some pupils' practical outcomes.
179. The overall quality of teaching in Key Stage 3 and 4 is good. Half of the teaching seen in Key Stage 3 and all of the teaching seen in Key stage 4 was good or better. Good subject knowledge, for instance when demonstrating skills and techniques, contributed strongly to pupils' learning. Good teaching was well structured and set clearly defined objectives which took account of prior learning. Pupils learnt well when teachers broke down lessons into shorter 'units' to take account of their attention or when they asked questions which encouraged discussion or invited them to work things out for themselves. Pupils' written work was improved when they were challenged to extend simplistic evaluations of their work, and low achieving pupils were provided with key word lists and simple writing frames to help them make progress. Appropriate key words are displayed in some rooms.
180. Learning is particularly effective in Key Stage 4 when pupils are provided with structured guidance to lead them through stages of their project work, and are encouraged to refer to display material in order to establish the expected standards. Learning is restricted when teachers only talk about or describe something, offering no real life examples for pupils to investigate or evaluate, for instance when they talk about the fibre content of foods without investigating real or surprising examples and information printed on the packaging.
181. The department has a clear marking policy, which is supported by end of unit evaluations which contain some target setting. Marking rarely contains comment on what needs to be done to improve current standards or regular monitoring of targets. The department does not regularly share assessment criteria related to National Curriculum levels with pupils who are therefore not fully aware of their current standard and what they have to do to improve. Procedures for assessing attainment upon entry are not yet developed, and the department's ability to track progress is limited.
182. There has been some success in identifying and providing equipment for ICT to support the curriculum. This is starting to improve the standard of work seen. Resources and accommodation are generally well matched to the needs of the curriculum offered, and the curriculum is well mapped to the requirements of the National Curriculum, but does not currently cover textile or control technology within systems and control in Key Stage 3. Health and safety issues are usually well monitored in the workshops, but the department does not yet have risk assessment procedures in place. The department makes good use of the technician support. This is having a beneficial effect upon the use of teachers' time, the safe use of equipment and pupil progress. This is a well-managed department which has made a collective effort to improve the provision of a sound curriculum within a pleasant, centralised learning environment.

GEOGRAPHY

183. Standards at the end of Key Stage 3 are below average. Tests in the subject early in Year 7 indicate that pupils have almost no prior geographical skills or knowledge.

Results in teacher assessments at the end of Key Stage 3 have been below the national average for the past three years. There has been an overall improvement in the number of pupils reaching Level 5 and above but the number reaching Level 6 and above has remained static. Girls' results are consistently better than boys' results.

184. At the end of Key Stage 4 standards are also below average. GCSE results for grades A* to C have been well below the national average except in 1998 when they were above. Results for grades A* to G have been in line with the national average. There have been no A* grades. In 1999 pupils did significantly less well in geography than they did in their other subjects. There is no overall trend in progress, the results fluctuating from year to year. Girls have consistently performed better than boys. Standards in the sixth form are average.
185. Those students who, for the first time, studied GCE Advanced Level geography in 1999 achieved satisfactory results. The numbers of entries are too low for a valid comparison with national averages. Eight out of the nine students achieved a pass grade but there were no A or B grades. There were no Advanced level candidates in 2000.
186. When measured against what they can do at the start of each key stage, pupils achieve well at the age of 14, at the age of 16 and in the sixth form. By the end of Key Stage 3 most pupils are proficient in map and atlas work. Their good standard of literacy enables higher-attaining pupils to read information with understanding and write their answers fluently. The less able need guidance in using an atlas effectively, though they understand the purpose of content and index sections and how to interpret symbols and other graphical representations. They can read and interpret simple texts. Their written work is good, though explanations and descriptions are brief. By the end of Key Stage 4 pupils have a good level of geographical skills which in one lesson enabled them to analyse issues of location that affect the petro-chemical industry and to relate them to actual examples. In the sixth form, students can analyse information from a variety of sources to arrive at conclusions. They can compare and evaluate data, as in the Year 13 lesson when students were debating the cost-effectiveness of various different power schemes for a village in Nepal. Pupils with special educational needs are making good progress at both Key Stage 3 and Key Stage 4 because the work is well matched to their needs and the small classes make it possible for teachers to give them individual attention.
187. Pupils with English as an additional language are integrated well into lessons, none making slower progress due to language difficulties. Pupils identified as gifted and talented are given additional work to develop their understanding further, such as neighbourhood surveys that will illustrate economic development. They have insufficient opportunities to use ICT to record and analyse information.
188. Improvement since the last inspection is satisfactory. There has been an improvement in the quality of learning in both Key Stage 3 and Key Stage 4. Note-taking skills have been improved. The use of writing frames and an emphasis on pupils' writing in their own words rather than copying information are helping to raise standards of literacy. Improved teaching methods now include more practical activity. However, there is still not enough emphasis on enquiry learning and pupils are not yet being taught to frame their own questions for investigation. The use of ICT as a teaching and learning tool has not been developed and is at present unsatisfactory, though there are plans to make more use of the recently improved facilities.
189. The quality of teaching is good overall in all key stages. Seventy-eight per cent of lessons were good or very good; no unsatisfactory lessons were observed. In the best lessons, skilled questioning linked new knowledge to the pupils' own experience so that

it was easy for them to remember the lesson content. For example, in a Year 8 lesson on the formation of rain, the processes were made clear by demonstrating with a kettle the way hot water turned to vapour and its subsequent condensation on a cool surface. In some lessons there was a lack of work that challenged pupils to think for themselves; for example one Year 9 group was colouring and labelling pre-drawn maps of Egypt and the Nile delta. There is good emphasis on developing numeracy skills and literacy is regularly promoted through reading aloud, descriptive and explanatory writing, and the use of key vocabulary. Regular assessment and marking that always makes it clear how to achieve a higher National Curriculum level. This gives pupils a strong sense of purpose and the will to work hard to improve their standards. Very good relationships and management of pupils provide an atmosphere where all pupils feel valued and secure and are able to give their best.

190. Leadership and management are making a satisfactory contribution to raising standards. There is full documentation and a development plan with targets and costing. There is regular monitoring of teaching and pupils' work which leads to assessment of teaching styles. Detailed records are kept of pupils' progress, both individually and in groups. However, not enough use is being made of these records in terms of tailoring the teaching towards raising the attainment of boys and of certain ethnic groups. There are plans to raise the standards of the gifted and talented pupils through the 'Excellence in Cities' funding.

HISTORY

191. Standards in the 1999 statutory teacher assessments at the end of Key Stage 3 were below the national average. Baseline tests of Year 7 pupils when they begin the history course show that the majority of them have very little previous historical knowledge or skill. There is a rising trend in the percentage of pupils achieving Level 5 and over, though this does not apply to the percentage of pupils achieving Level 6 and over which remains static.
192. At the end of Key Stage 4 standards are average. Results for GCSE grades A* to C were below the national average in 1999, but above in previous years and have risen overall. Results for grades A* to G have been consistently above the national average with all pupils achieving a pass. An A* was awarded in 1997 and also in 1998. The numbers entering GCE Advanced level have also been too small for valid statistical comparisons to be made with national results. There have been no passes at A and B grades, but all students achieved a pass in the range C to E in recent years except for 1999 when three out of five achieved a pass. Overall, girls have achieved better than boys at the end of Key Stage 3 and the end of Key Stage 4 but there is no similar trend in the sixth form.
193. Standards of achievement are good at the end of both key stages and in the sixth form. At the end of Key Stage 3, pupils can interpret historical evidence and empathise with people who lived in the past. The standard of work has rapidly improved beyond the level of pupils' early baseline assessments because of the quality of the teaching and the high level of interest it generates. In Year 7 they are beginning to understand the importance of interpreting evidence, and how to assess cause and effect. Even the weakest pupils can express their ideas in complete written sentences, though many of them do not have sufficient depth of historical knowledge. In Year 8 their discussion of the early slave trade showed a mature understanding of a variety of different viewpoints and the ability to assess them with some impartiality. Pupils in Year 9 showed an increasing depth of understanding about nineteenth century social history. They can

assess and synthesise evidence from a number of sources and present their findings to the rest of the group with varying degrees of confidence.

194. By the end of Key Stage 4 they can deal confidently with evidence and present their findings both orally and in well-written extended essays. They have considered the changes in public opinion that took place as a result of the Battle of the Somme, and the moral arguments for and against the bombing of Hiroshima. Students in the sixth form have well-developed note-taking and essay-writing skills and can carry out independent research using the Internet and a variety of written texts. Pupils with special educational needs are making good progress at all key stages because they are regularly given additional help by the teacher in class, and because there are additional resources suited to their needs. The majority of pupils with English as an additional language have no problems and are fully involved in lessons. Two students with weak English language skills were seen to be copying responses from the text book rather than trying to write their own words. Where gifted and talented pupils have been identified they are given additional work tasks and more complicated texts to read. There is insufficient planned use of information and communication technology for research, analysis and presentation.
195. Improvement since the last inspection has been good. Pupils no longer underachieve at Key Stage 3 because the reasons for it have been identified, pupils are being regularly assessed and monitored and good teaching is raising standards. Teaching strategies have been changed so that pupils have more opportunities to analyse evidence, which leads to increased depth of learning. The links between Key Stages 3 and 4 are now strong because the Head of Department does the majority of the teaching at both levels, and this ensures continuity and progression of learning. Assessment procedures in Key Stage 3 are now thorough and supportive. Pupils are learning to understand the meaning of various National Curriculum levels and they take responsibility for keeping their own record of achievement in history so they have a clear idea of how to improve their work. There is now a good range of visual resources both in classroom displays and in the evidence presented in lessons.
196. The quality of teaching is good over all. It is very good in Key Stages 3 and 4 and satisfactory in the sixth form. Eighty-eight percent of lessons were good or better and no unsatisfactory lessons were seen. Almost all the lessons seen extended pupils' historical skills and factual knowledge through good use of resources and challenging activities. In the best lessons, imaginative methods of enquiry and investigation not only maximised the learning of facts and the extension of skills and empathy, they also involved pupils in their own personal and social development through complete absorption in the lives of people in the past. Particularly memorable was the effect on the pupils of a French woman's account of nursing a dying young soldier during the Battle of the Somme, and written accounts from the point of view of a captured African during the infamous middle passage in the slave trade. The teaching was less effective in one lesson that simply told the story rather than involved the pupils in assessment of evidence, and another where there were limited activities and the use of time was poor. A strong feature of the teaching is the nature of relationships between teachers and pupils, and amongst the pupils themselves
197. Leadership and management of the department are good with all teaching monitored by the head of department. Detailed records are kept of pupils' progress and these inform plans for changes in teaching styles. At present there is little monitoring of the effects on progress of any changes. There are plans to use additional funding through 'Excellence in Cities' to raise the attainment of gifted and talented pupils, and for

monitoring its effect. The only major shortcoming in the provision made by the department is the insufficient use of ICT as a tool for teaching and learning.

INFORMATION TECHNOLOGY

198. Standards are below national expectations. The statutory teacher assessments at the end of Key Stage 3 have been consistently below the national average. Less than one quarter of pupils reached the national expectation in 1999. Standards are also below national expectations at the end of Key Stage 4. In the 1999 GCSE examination less than one quarter of the candidates achieved grades A*-C.
199. Standards on entry to the school are low. The work seen confirms that they remain below national expectations at the end of Key Stage 3 and are well below average by the end of Key Stage 4. Higher-attaining pupils reach satisfactory standards by the end of Key Stage 3. The large majority develop only a narrow range of skills in word processing and these are below national expectations. Most pupils can manage only the basic uses of Windows, very few indeed can use both hands when they type, and not many realise that the purpose of word processing is to communicate specific ideas to a specific audience. Many still type in capital letters, some still move to the next line by pressing the Return key, and many do not understand the purpose of the tab key.
200. Standards are below national expectations in the GCSE examination groups at Key Stage 4. Most pupils make satisfactory progress in word processing; however but few can cut and paste text or can use the spelling checker properly. They develop a basic understanding of spreadsheets and databases.
201. There has been little improvement since the previous inspection in 1995. Statutory requirements are not fully met. Most pupils have too few opportunities to develop and apply their ICT skills in different subjects. In the sixth form, the school delivers the necessary key skills to students on GNVQ courses, but does not yet do so for the Advanced level students.
202. However, when ICT skills are taught in lessons, the rate of learning is usually good or very good, and rarely less than satisfactory. Pupils are well motivated, show a good degree of concentration and some of the talented are able to explore new ideas quickly and in a focused way. Pupils with special educational needs make satisfactory progress but teachers are not fully informed about their individual education plans or the way that pupils' targets need to be interpreted within information technology.
203. The quality of teaching in ICT lessons is also almost always good or very good. It is never less than satisfactory. Most lessons tend to be marked by great enthusiasm, a high rate of working at all times, a variety of approaches, and an appropriate mix of theory and practical. The strong features of the teaching include a determination to involve everyone in each class in discussions and the review of work, very good relationships with whole classes, groups and individuals and excellent marking.

MODERN FOREIGN LANGUAGES

204. Standards in French at Key Stage 3 are below the national average. Less than half of all pupils reach the expected levels and only a small minority exceed them. Girls perform better than boys. GCSE results in 1999 were a substantial improvement both for boys and girls on those of previous years but still below the national average overall. The performance of girls was better than the national average and significantly better than that of boys. The proportion of candidates gaining higher grades (A*-A) was lower

than the national average. Boys and girls performed better in French than in most other subjects. Results in 2000 were not as good as those in 1999, but the standards reached by boys continued to rise. There were no candidates who studied modern foreign languages in the sixth form. At present there are three students in Year 13 taking A-level French. They were the winners of the 'Leeds Language Project 2000' for post-16.

205. Standards of work seen in lessons are satisfactory in Key Stage 3 and in the sixth form, but unsatisfactory in Key Stage 4. An improvement in standards at Key Stage 3 reflects an improvement in the quality of teaching. Higher-attaining pupils speak confidently and use French to communicate within the classroom. They are developing their knowledge and understanding of grammar well, and they are learning to work out for themselves patterns of language. Lower-attaining pupils, however, are hesitant speakers and have a limited vocabulary. In most Key Stage 4 lessons, standards are low. Apart from a group of higher-attaining pupils in year 10, pupils have not developed the habit of using French for real purposes in the classroom. Oral skills are generally underdeveloped. Vocabulary is limited to a narrow range based on topics related to personal identity. The ability to adapt previous learning to new situations is rare.
206. Pupils with special educational needs reach standards which match expectations. With support, they can carry out a short conversation about themselves with intelligible pronunciation. They are able to identify specific items of information from a recording of native speakers. In the sixth form, students are developing the ability to engage in extended conversations on abstract topics and to cope with increasingly complex language. The overall progress made by pupils in the school is satisfactory. Pupils for whom English is an additional language make good progress.
207. Since the last inspection, an improvement in the quality of teaching has contributed to a rise in general standards in French, especially at Key Stage 3. An independent reading programme has now been successfully implemented. Higher-attaining pupils are now using French to communicate in the classroom. Overall, however, speaking skills remain underdeveloped.

208. The quality of teaching is generally good. The teaching of one GCSE class in Year 11 was poor. The setting of low level tasks which did not match the pupils' needs, together with the teacher's insecure relationships with the pupils, ensured that progress was minimal. In all other lessons the quality of teaching was at least satisfactory or better. A brisk pace sustained the interest of pupils. Pupils acquired new vocabulary which included verbs as well as nouns and practised their use through a variety of activities. In almost two thirds of lessons, teaching was good or very good. Where the teaching was good, the teacher provided activities which enabled pupils to advance their knowledge and understanding in graded steps so that they could rehearse practical use of the language they had learnt. One of the examples of very good teaching was illustrated in a lesson in year 10 where the teacher had, over a period of time, inculcated good habits by insisting on the use of French for communicating in the classroom. The teacher also encouraged pupils to infer the meaning of unfamiliar language, thus replicating in the classroom an authentic experience. Pupils responded very positively to the teacher's high expectations.
209. The leadership and management of the department have been more effective as a result of greater stability in staffing in recent years. This has enabled the delegation of responsibilities well matched to the strengths and experience of the staff, and there is a shared commitment to the raising of standards. Steps taken recently to focus on teaching strategies are bringing about an improvement in standards in the classroom. Recording of pupils' progress is good but does not include the setting of individual targets for improvement.

Community Languages

210. Pupils with a South Asian background can study their home language (Bengali, Gujarati, Punjabi or Urdu) from 11 to 16 instead of a European language. Key Stage 3 teacher assessments as reported show pupils reaching standards well below the national average. However, this is not at all what is seen in the classroom and in other work.
211. Most pupils have considerable experience of hearing and speaking their chosen language, although sometimes in a variant dialect. Their experience of reading and writing is much more limited and some are complete beginners in Year 7. They achieve good standards in Key Stage 3 and in GCSE usually one grade higher than their average for other subjects. Three quarters of candidates have regularly reached grade C or better. Advanced level is an option which has not been taken up this year but will be offered next year.
212. There has been considerable improvement since the 1995 inspection. In particular the overall quality of both teaching and learning is higher; there are more extended writing opportunities; teachers have developed a much greater range of support materials. While teachers have access to word processing in their team, pupils are not provided with the relevant software packages.
213. All the teaching is at least satisfactory and more than half is good or very good. The teachers are enthusiastic, good classroom managers who contribute to making this subject one of the strengths of the school. They are good rôle models for the pupils. In one lesson a range of common and not-so-common fruits and vegetables were provided to help pupils successfully learn and remember adjectives relating to appearance, texture and taste. In another lesson description of people's appearance and clothing was enhanced by illustrations showing clothing typical of various world religions. This added considerable interest and depth to what might otherwise have been a routine lesson. The only real weakness of teaching is the lack of familiarity with

National Curriculum levels, either to plan progress in lessons or to assess standards at the end of Key Stage 3. Similarly, the syllabus used by the Local Education Authority team, although useful in its guidance on differentiation and the choice of levels at GCSE, is out of date and makes no mention of National Curriculum levels. This leaves teachers in some doubt about the standards it is appropriate to expect throughout Key Stage 3 and Key Stage 4.

214. Pupils respond well, benefiting from much individual attention in small classes. They concentrate well and take pride in achieving high standards. The good quality of display in the main classroom and in the corridors bears witness to the standard of their work.

MUSIC

215. Standards on entry are low. Teacher assessments of work at the end of Key Stage 3 in 2000 show that standards in music are well below average. At Key Stage 3 the allocation of time is insufficient for pupils to learn in order to reach the standards expected nationally. There have been no entries for GCSE or for GCE Advanced level. The first GCSE entries will occur in 2001.
216. Standards in work seen are satisfactory at the end of Key Stage 3. Good teaching contributes much to this improvement. Pupils in Year 7 are covering a broader range of musical knowledge because their lessons are longer. They lose much of this as they move through Years 8 and 9 because there is insufficient time to cover all the requirements, such as the regular development of singing and vocal techniques. Singing in the school is improved since the last report because of regular choir practices and concerts but there is much still to do. In Year 9 pupils find it difficult to make up a short tune using notes suggested to them when learning about 'The Blues' although most can play fingered chord sequences, albeit slowly. Nevertheless, they make good progress in learning within each half-hour and some continue to develop their skills at the weekly keyboard club. Self-assessment at the end of each half term is helping pupils to understand how they are doing.
217. A small number of pupils study music for GCSE. Their enthusiasm and response to music are encouraging. At the time of the inspection the work of most pupils was below expectations because their instrumental and vocal skills are not highly developed. Composing is difficult for most pupils, although composing using the dedicated software for music is satisfactory for some. Answering questions about different kinds of music and writing appropriately in answer to listening questions are the most difficult areas to tackle. Instrumental lessons are helping pupils to develop confidence in their performing. Pupils in Years 10 and 11 in GCSE are encouraged to meet the targets set for them in completing their coursework. There is no difference between the abilities of boys or girls in either key stage. When account is taken of the low level of attainment of pupils at the start of their GCSE course, progress at Key Stage 4 is satisfactory.

218. Pupils with special educational needs are doing very well in their practical musical activities for GCSE. Classroom assistants are skilled in supporting them, for instance in helping pupils to revise for listening tests. This is enabling these pupils to make very good progress. There is an uneven distribution of classroom assistants in some classes in Years 7 to 9 where there are large numbers of pupils with special educational. Progress for most pupils with special educational needs is good. However, targets set for these pupils in their individual education plans were unavailable during the inspection, so progress made towards these targets cannot be measured.
219. Pupils with English as an additional language, including refugees, are making the same progress as others with the same abilities. In music, pupils have no problem with the practical tasks set for them and attention to key words is helping them to understand the language of music, although there is room for development here through improving displays. The school has identified a number of gifted and talented pupils, although only some of these are talented in instrumental skills. Tasks in lessons are always challenging for these pupils, and instrumental lessons, choir and extra time practising keyboard are available to them.
220. The quality of teaching in the school is always good and a quarter of teaching is very good, which is a significant improvement since the last report. Pupils can take part in a combination of classical and popular music, for instance in singing to backing tracks, so that good teaching is enabling pupils to develop their understanding and skills and holds their interest in music. Planning for each lesson is thorough and the small amount of time available in Years 8 and 9 is very well used to develop pupils' skills. However, although the scheme of work at Key Stage 3 gives pupils a good variety of different styles and cultures in music, it is not yet linked to the standards described in the National Curriculum. Detailed planning does not yet track the development of the elements of music in small steps as pupils move from year to year. This means that pupils' musical skills are not easily measured.
221. There are a number of extra-curricular activities and these are becoming more popular as music re-establishes itself. This is a significant improvement since the last inspection. Choir, keyboard and recorder clubs, instrumental ensembles, rehearsals for presentation evening and concerts are popular. Six visiting instrumental teachers enable a growing number of pupils to learn instruments including strings, woodwind, brass, guitar and drum-kit. These are provided through the very good financial support of the governing body and are free to pupils. Instrumental teaching is good. Some pupils have taken part in a three-day 'Blues Project' working with visiting musicians and performing to parents. There are good links with primary schools enabling their pupils to visit the school to share in big band performances. A pupil in Year 11 regularly works with primary schools, helping them to rehearse for their own performances. Productions have involved the music department and concerts at Christmas and in summer involve large numbers of pupils.
222. Leadership and management of the subject are good. They are reflected in the interest and take-up of examination courses and the numbers regularly participating in musical activities. Teachers are committed to improving the subject. Monitoring of teaching and learning has begun. Although visiting instrumental teachers use a room distant from the music room, there are no practice rooms for pupils to use. Musical technology is very limited. At Key Stage 3 pupils do not have sufficient evidence of their own work on audiotapes, so their recording techniques are not developing. Shared keyboards are too basic so that although pupils can select different sounds, they are unable to use them for other skills such as sequencing. There is one computer linked to dedicated software and a suitable keyboard for the composing and sequencing of music. This is

insufficient for GCSE work. There is no other music technology such as multi-track recording and sampling equipment for pupils to use. In addition there are no tuned percussion instruments suitable for pupils to study the different timbres and textures of music as required by the National Curriculum. Pupils study and perform music from a variety of other cultures such as African, Indian and Jazz but there is little study of music from the British Isles as required by the National Curriculum 2000. Music generally contributes well to the development of spiritual, moral, social and cultural understanding.

223. Satisfactory improvement has been made overall since the last inspection. Increased curricular time at Key Stage 3 is now vital if standards are going to rise further.

PHYSICAL EDUCATION

224. Standards have risen significantly by the end of Key Stage 4 and are now above average. The percentage of A* to C grades in the GCSE examination has, over the last five years, risen from zero in 1995 to 51 per cent in 1999, a proportion in line with the national average. In 2000 the proportion obtaining grades A*-C rose still further to 69 per cent. Boys do better in the examination than girls. Teacher assessments show that 65 per cent of pupils at Key Stage 3, both boys and girls, are attaining in line with the national average with a fifth of pupils achieving standards above it. Pupils with special educational needs also progress well.

225. By the end of Key Stage 3 standards in physical education are good. Boys' soccer skills are well developed. High expectations from teachers mean that pupils are challenged, find the lessons interesting and work to improve their advanced skills such as volleying. In basketball and netball passing, throwing and catching skills are above expected levels and boys, girls and pupils with special educational needs quickly acquire new strategies and tactics, showing clearly improved performances. In Key Stage 4 boys show very good racket skills in badminton, an entire class showing skills above expected levels. They were, for example, consistently able to produce high clears and dropped shots. Boys show good soccer skills such as chipping, heading and goalkeeping. Theory lessons for GCSE often proceed at excellent pace with pupils making very good progress because of well-planned, enthusiastic teaching that challenged pupils to improve their understanding. Very good work is to be seen in folders which reflects considerable efforts by pupils. Marking is up to date, detailed and encourages pupils in their future efforts. Presentation and spelling are of generally good standard although only a few folders show use of ICT.

226. Teaching is very much improved since the previous inspection. It is now very good. There are examples of excellent teaching where really thorough preparation with clear objectives, use of a range of teaching styles, very good teacher knowledge and real enthusiasm for the subject have quite dramatic effects on attitudes, learning and achievements. When teaching has these characteristics, pupils are very highly motivated and work extremely well. Homework is used to enhance the pupils' understanding of topics. Where teaching is good, lessons proceed with pace and purpose and objectives are shared with pupils. Flexibility of teaching styles ensures that pupils are able to co-operate with each other, which they invariably do well.

227. There have been substantial improvements since the previous inspection, the most important of which have been the very significant improvement in the quality of teaching and very much improved results at GCSE. Health and safety concerns mentioned at that time have been rectified.

228. Leadership and management are excellent with documentation carefully and thoroughly prepared. Lesson preparation is meticulous and detailed. Morale is good and teachers function well as a team. Assessment procedures have improved but do not include opportunities for pupils at Key Stage 3 to set targets for themselves. Links with local clubs are satisfactory and pupils are actively encouraged to continue with sport after they leave school.

RELIGIOUS EDUCATION

229. Standards in religious education are below average at both key stages and in the sixth form. Religious education is not being taught in line with the requirements of the locally agreed syllabus in Years 10 and 11 nor for some students in the sixth form. Most pupils in Years 10 and 11 have only six weeks of teaching in each year and students taking GNVQ courses in the sixth form have no religious education lessons. A small GCSE group has started this term in Year 10.

230. Standards on entry to the school are generally well below average. They make good progress at Key Stage 3. Pupils in Year 9 know a range of facts about major world religions and are beginning to understand that lifestyles are related to beliefs. They are able to compare naming ceremonies, for instance the difference between Christian and Sikh naming ceremonies and how names are chosen. Pupils understand how they are doing because targets are pasted in their books and marking refers to these. Self-assessment at the end of each unit of work is developing pupils' good self-knowledge of their learning.

231. Achievement for pupils at the end of Year 11 is average. A few pupils in Year 10 have begun to study GCSE religious education and they are able to make good progress because they are drawing on what they remember from earlier years as they study Judaism in more depth. Pupils in the group include lower and higher achievers. Pupils with special educational needs, with support, are able to understand the concept that rules taken from the early books in the Bible underpin the Jewish faith; they learn very well in these lessons. There is good attention to literacy and key words so that technical language is understood and remembered.

232. Very little work was available from pupils in other classes in Years 10 and 11 at the end of the first half term. A small number of pupils had almost completed their only unit of work unless they are studying towards GCSE. This carousel system is unsatisfactory. However pupils had made good progress in spite of large gaps in learning, because they are being taught very well. In order to make best use of limited time, lessons in Year 11 have covered leading figures such as Martin Luther King and the persecution of the Jews. As a result, pupils have made good progress in learning about religious and racial prejudice which has made a strong impression on them and developed their understanding of how racism starts and flourishes.

233. Pupils with special educational needs make very good progress at both key stages. However, no targets relating to their individual education plans were available. Support assistants liaise well with teachers to help pupils in their work.

234. In the limited amount of work seen near the beginning of a new school year achievement is average. Students have been unable to learn continuously as they have moved through the school and cannot draw on sufficient previous knowledge to support them in their work now. Nevertheless, they have the opportunity to consider a range of religious, philosophical and ethical issues as part of their general studies course. Very good teaching, where students are given the opportunity to broaden and enrich their knowledge, is enabling them to engage in appropriate discussion and achieve

satisfactorily. For instance, in Year 12 students are enlightened about the ethical and religious issues surrounding organ donation, discussing when organs can be taken from a dying patient and how doctors decide which person will receive perhaps a kidney or heart.

235. There are no significant differences between the work of girls and boys in any year. Pupils with English as an additional language were observed in many classes and teachers were always aware of any difficulties that may have arisen, but no problems were observed regarding the understanding of key words, with discussion nor with reading aloud. Written work was of an equal standard to others with similar abilities. Although gifted and talented pupils have been identified by the school, it is too early to say whether new strategies for challenging them are making any more difference, especially where teachers already ensure that pupils are sufficiently stretched in their thinking, as in religious education.
236. There has been some improvement since the last report. In Year 12, with the exception of GNVQ, provision is now satisfactory but is limited to one half-term in Year 13 as part of their general studies course. Provision at Key Stage 4 remains unsatisfactory.
237. The quality of teaching is very good. In one lesson excellent teaching inspired the pupils. This is a big improvement on the last report. The quality of teaching over the last two years has had a significant effect on pupils' learning and it is clear that standards are rising as a result, especially at Key Stage 3. Teachers have very good subject knowledge that is used to further pupils' understanding through using ideas that relate to the modern world. For instance, through devising 'An Alien's Guide to the Bible' pupils in Year 8 are encouraged to discover facts that explain how the Bible is a 'library' of books. Pupils are developing independent learning through research. They use the school library and ICT including CD-ROMs. Year 12 students are enjoying their religious education lessons because many issues, which they had not thought were related to the subject, are turning out to be very interesting. Teaching makes very good use of artefacts and videos and involves pupils in the class whose own faith is being studied. This brings religion alive and makes it relevant to today. Where teaching was only satisfactory, there were insufficient different tasks in small steps and few changes of activity to hold the attention of pupils who had a variety of special educational needs.
238. Leadership and management of the subject are effective and are assisting in raising standards in all years where there is a sufficient allocation of time. A very good scheme of work, based on the locally agreed syllabus is in place for Years 7 to 9 and more detailed planning for Years 10 to 13 is being added. There is a good system for assessment linked to the attainment targets in the agreed syllabus. The head of department supports well the non-specialist teachers. The monitoring of teaching and learning has begun. Priorities and targets are in place but lack of curriculum time continues to restrict progress towards their fulfilment. Accommodation in some rooms is unsatisfactory where the light affects pupils' ability to see overhead transparencies or videos and this causes loss in concentration. Resources, including artefacts and similar textbooks for different abilities, are adequate and being added to as finances allow. Special funding is having a positive impact on religious education. Research using ICT is a regular feature of lessons.

DRAMA

239. In the GCSE examinations in 1999, the percentage of pupils gaining A* to C was well above the national average. Nearly 50 per cent of pupils gained an A* or an A.

Standards in work seen were well above average at Key Stage 4. In the sixth form, the first time the course has been offered, standards are in line with course requirements.

240. At Key Stage 3, pupils control their actions well. All join in the drama and contribute their ideas sensibly. They sustain role confidently and answer questions posed appropriately, in role. Even those pupils who have difficulty listening carefully, do well in drama, retaining details from a story and joining in role play effectively. At Key Stage 4 pupils understand dramatic techniques. They use their imagination in well-developed improvisations. They have confidence in evaluating their own work and have well-developed listening skills and high levels of concentration. In the sixth form pupils have well-developed listening skills and high levels of concentration. They are independent thinkers, confident in making their own decisions. They co-operate effectively in a group, discussing the purpose of their drama and its desired effects. They use dramatic techniques for specific purposes.
241. Pupils, including those with special educational needs and also those with English as an additional language, make very good progress.
242. Improvement since the previous inspection has been excellent. The department has maintained its very high standards in teaching and curriculum provision and has greatly improved its GCSE results.
243. Teaching is very good at all stages. An excellent assessment system ensures pupils and teachers know exactly what needs to be developed, encouraging self-motivation. Expectations of work and behaviour are very high with all pupils expected to join in, which they do, with enthusiasm. Drama is taught throughout the school and makes excellent contributions to pupils' personal development. Pupils' self-confidence and self-awareness are increased and the exploration of social issues such as bullying in a practical manner develops their social and moral responsibility. Excellent class management ensures very good, positive relationships. Close attention is paid to improving basic skills. Year 9 pupils improved speaking and listening skills noticeably during the course of a lesson where they were all encouraged to join in the telling of a story through the excellent use of teacher role. Extra-curricular activities such as regular, excellent productions, frequent theatre trips and stimulating performances from visiting theatre and dance groups enhance the provision made by the department.
244. Pupils make good progress at all stages, including pupils with special educational needs. However, pupils at Key Stage 3 are taught in setted groups. They therefore miss the opportunity to mix with different ability levels and to learn from each other. The department is very well managed, providing an extremely valuable extra dimension to pupils' experiences at Carr Manor.

BUSINESS STUDIES

245. Standards at Key Stage 4 are below average. Results in the GCSE examination have fluctuated from below to above the national average. In the sixth form, more than two-thirds of the candidates passed GCE Advanced Level in 1999, a proportion below the national average. Boys and girls reach similar standards.
246. Standards in work seen were also below national expectations. Business studies were also considered in inspection week during the lessons seen, through studies of the learners' files, and in talking with them. In the sixth form, the standards were generally average and in line with expectations for the course., reflecting the learners' greater experience and maturity. Pupils have insufficient understanding of the realities of the

business life of small firms as opposed to theory; most know even less about how business concepts apply to running large firms.

247. The quality of teaching is never less than satisfactory. It is often good or very good. In the more successful lessons pupils are challenged to develop their understanding by well-paced teaching, a good variety of activities, and plenty of chance to discuss and apply their ideas. The subject's management shows a number of strengths, such as good detailed medium-term and long-term planning, good monitoring of teaching, and the use of sixth form visits to see the subject in action; leadership and encouraging pupils to attend extra lessons are effective.