

INSPECTION REPORT

HOLLOWAY SCHOOL

Holloway, London

LEA area: CEA at Islington

Unique reference number: 100453

Headteacher: Dr John Hudson

Reporting inspector: Helen Hutchings
7541

Dates of inspection: 21st – 24th May 2001

Inspection number: 230046

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 16
Gender of pupils:	Boys
School address:	Hilldrop Road London
Postcode:	N7 0JG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Rees
Date of previous inspection:	19 th July 1999

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9465	Elizabeth Cooke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
14633	Jean Bannister	Team inspector	History	How well are pupils taught?
20729	James Berry	Team inspector	Science	
7926	James Bowden	Team inspector	Physical education Special educational needs	
1033	Howard Chester	Team inspector	Mathematics	How good are the curricular and other opportunities offered to the pupils?
8104	Joan Child	Team inspector	Music	
17917	Iranganie Fernando	Team inspector	English English as an additional language	
1813	Derek Hewett	Team inspector	Modern foreign languages	
31688	Brian McGonagle	Team inspector	Art	
10807	Paul Quest	Team inspector	Religious education Equal opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holloway School is a small, community comprehensive school for boys between the ages of 11 and 16. The school serves an area of considerable social deprivation. The proportion of pupils eligible for free school meals (55 per cent) is well above the national average. Currently, 66 per cent of pupils are from ethnic minority backgrounds. Fifty three per cent of the school population speak English as an additional language. This is very high in comparison with other schools and about half of these pupils are at an early stage of acquiring English. There is a significant turnover of pupils with approximately a tenth of boys entering or leaving the school at times other than the normal admission or transfer times. The percentage of pupils identified as having special educational needs (52 per cent) is well above the national average.

HOW GOOD THE SCHOOL IS

Holloway School is an effective and improving school. The standards achieved by the pupils are generally well below national averages, but pupils make satisfactory progress in their learning. By the time they leave school, pupils achieve well and their attainments are in line with what might be expected given their levels of attainment when they enter the school. Teaching is good or very good in two fifths of all lessons, although it is less than satisfactory in one in ten lessons. The school is very well led and managed and, because the strengths outweigh the weaknesses, it provides satisfactory value for money.

What the school does well

- There is a positive atmosphere for learning and most pupils have good attitudes to their work.
- There is much good teaching.
- The school takes great care to ensure pupils' welfare and guidance.
- The school provides well for pupils with special educational needs and for those with English as an additional language.
- The headteacher and leadership team lead and manage the school very well.
- The governors have a very good understanding of the school's strengths and weaknesses.
- The school manages the limited resources available to it effectively.

What could be improved

- Standards in most subjects, but particularly in science, design and technology and information and communication technology.
- The attitudes of a minority of pupils.
- The consistency of teaching.
- Provision for the spiritual development of pupils.
- Quality and accessibility of reports to parents.
- The standard of accommodation and levels of resources for learning.
- Compliance with statutory requirements for a daily act of worship for all pupils, religious education in Years 10 and 11 and the governors' annual report.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in 1996 it was judged to be failing to give its pupils an acceptable standard of education, but by 1999 was deemed by Her Majesty's Inspectors of Schools (HMI) to be providing an acceptable standard of education. The school's performance has continued to improve since that time. The decline in the standards attained in national tests and examinations by pupils at the ages of 14 and 16 has been reversed and attainment has begun to rise. The strong emphasis placed on improving standards of literacy and oracy in subjects across the school is proving successful and attainment in English is now above the average for similar schools. However, standards in science, design and technology and information and communication technology remain similar to those attained at the time of the last inspection.

Middle managers now have a clear understanding of their role and they plan well for the development of their areas of responsibility. The high profile of the leadership team around the school helps to promote high standards of behaviour at all times. The school's code of conduct is clearly understood and the behaviour of most pupils is satisfactory throughout the school. Attendance has improved significantly. A building and refurbishment programme has already improved facilities for design and technology and music; the next phase for information and communication technology and science should be ready early in the next academic year.

Little progress has been made in ensuring that statutory requirements are met for religious education in Years 10 and 11 and that a daily act of collective worship is provided for all pupils.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
GCSE examinations	E	E*	E*	E

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

The overall standard at GCSE, as measured by the points scored for each grade, was amongst the lowest 5 per cent of schools nationally. However, when compared with pupils' prior attainment at the age of 14 their achievement in attaining the higher grades A* to C is above that of similar schools. In GCSE in 2000, pupils did best in English, mathematics, sports studies and especially in art and design where they exceeded the national average. They did less well in science, design and technology, French and information technology.

The school's results in the national tests for 14 year olds in 2000 were also well below the national averages for all of the core subjects of English, mathematics and science. When comparisons are made with similar schools, as measured by the levels of free school meals, performance in English is above average, while attainment is below average in mathematics and well below in science.

Although the rates of improvement in GCSE results and in the national tests at Key Stage 3 are lower than the national trend, there is now an upward trend at the age of 14 years. The school has exceeded the statutory targets for improvement, set in conjunction with the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are interested in their work and enjoy taking part in a range of extra-curricular activities
Behaviour, in and out of classrooms	Behaviour, overall, is satisfactory, although there is some immature behaviour in a few lessons.
Personal development and relationships	Pupils' personal development is satisfactory and they take responsibility well. Relationships amongst pupils and with adults are positive.
Attendance	Satisfactory. Some pupils are slow arriving at school and to lessons.

TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in 90 per cent of lessons and it is good or better in almost half of all lessons. Teaching is good in English and mathematics and it is satisfactory in science. There are examples of good teaching in almost all subjects and across both key stages. There are good approaches to teaching literacy in history, geography, mathematics and science and, to a lesser extent, in other subjects. Teachers plan lessons well and explain the learning objectives to pupils. Unsatisfactory teaching is characterised by a slow pace of work and pupils being insufficiently challenged. Most teachers have at least a satisfactory knowledge of their subject, but a few lack the confidence to promote good learning. In a number of subjects, learning is impeded by insufficient opportunities to use information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum meets statutory requirements, except in information and communication technology and religious education for all pupils in Years 10 and 11.
Provision for pupils with special educational needs	Very good provision enables pupils with special educational needs to make good progress in relation to their targets.
Provision for pupils with English as an additional language	Pupils with English as an additional language are given good support to acquire sufficient fluency quickly to participate fully in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	While the provision for pupils' social and cultural development is satisfactory and there are strengths in moral education, provision for spiritual development remains unsatisfactory. The school does not provide a daily act of collective worship for all pupils.
How well the school cares for its pupils	The school provides a high quality of care for its pupils. Teachers and adults know individual pupils well and give good guidance.

The school is failing to meet statutory requirements to provide religious education in Key Stage 4 and information and communication technology for pupils in Years 10 and 11 who do not follow the GCSE or GNVQ courses. The curriculum is supplemented by extra-curricular activities which cater for a wide range of pupils' interests. The school is very effective in the way it cares for pupils and provides good mentoring and support for individuals. There are effective links with parents, including a number of opportunities each year for parents and carers to discuss pupils' progress with teachers. However, written reports are not sufficiently clear or detailed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is very good leadership by the headteacher and senior team. Senior and middle managers work well together to raise expectations and implement strategies for improvement.
How well the governors fulfil their responsibilities	Governors have a strong strategic vision for the future of the school, but have not fulfilled their statutory responsibilities in a number of key areas.
The school's evaluation of its performance	The school has a robust programme of monitoring and review in place to identify weaknesses and share good practice.
The strategic use of resources	Resources are effectively deployed and targeted towards the improvement of learning.

There are sufficient staff to teach all subjects, although the school has not been able to appoint permanent subject specialists in all areas, so that teaching is not as good as it should be. There has been a budget deficit for a number of years and this is having an adverse impact on the school's ability to resource the curriculum adequately. Financial planning, management and monitoring are well targeted and full account is taken of the principles of best value. The quality of the accommodation is unsatisfactory and, although a refurbishment programme has begun, much teaching takes place in unsuitable rooms. Although good use is made of the available resources, shortfalls in a number of subjects are having adverse effects on learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School's expectations that pupils work hard. • Pupils make good progress in their work. • Parents are given good information. • Pupils enjoy attending and are happy at school. • The school is well managed. • The school has improved. 	<ul style="list-style-type: none"> • The amount of homework. • The response given to problems taken to the school. • The behaviour of some pupils.

Very few parents attended the meeting held before the inspection and only 6 per cent of parents returned the questionnaire. Few expressed any negative views. The inspectors found that behaviour is satisfactory and that relationships in the school are good. The school makes every effort to deal effectively with parents' concerns. Homework given to pupils is satisfactory, overall, although there are some inconsistencies across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with a wide range of different experiences and their prior attainment is well below the national average at the age of 11. Testing carried out by the school shows that in each year group over the last seven years approximately one third of pupils had very low verbal ability levels on joining the school. An additional third had levels below average and the remaining third had average verbal attainment on entry to the school. A very small proportion of pupils (2.5 per cent) achieved above average scores.
2. Over a half of the pupils in the school speak English as an additional language and about a half of these pupils are at an early stage of English language acquisition. In addition, a tenth of pupils join or leave the school at times other than the normal time of admission or transfer to post-16 education. This proportion is much higher than national averages and is well above the mobility levels in other schools within the area. The level of transfer throughout Key Stage 4 is particularly high; for example, in the last academic year, 20 per cent of pupils in Year 11 joined or left the school during the year. This presents a considerable challenge for the school to ensure that pupils reach the standards of which they are capable. Overall, the trends in standards achieved in the national tests at age 14 and in the General Certificate of Secondary Education (GCSE) over the last five years are below the national trend, but standards have begun to rise since 1999, reversing the decline in standards at the time of the last inspection. Pupils are achieving standards at these key points in line with what might be expected in view of their attainment as they enter the school and a higher than expected proportion attain higher grades in both key stages.
3. In the 2000 Key Stage 3 national tests in English, mathematics and science, results were well below the results for all schools nationally. When compared to schools with similar social intakes, the average points scored by pupils were still below average across these three subjects. However, the school's performance in the English tests was in line with similar schools overall, and the number of pupils achieving the higher level 6 was well above average. Although the overall performance in mathematics and science was below average, the number of pupils achieving the higher level 6 in these subjects was in line with similar schools.
4. Pupils currently in Year 9 are achieving satisfactorily in English and mathematics, although their attainment is still generally below national expectations. Their achievement in science is less satisfactory and standards are well below national expectations. The standards achieved in history, geography, design and technology, information technology (ICT) and French and Spanish are below national expectations and standards in religious education are well below the expectations of the local agreed syllabus followed by the school. Standards in art and physical education are in line with national expectations. Although a similar pattern of attainment was reported when the school was inspected in 1996, school data indicates that pupils make steady progress in their learning and achievements across all subjects as they move through the school from Year 7 to the end of Year 9.
5. In the 2000 GCSE examinations, pupils' overall level of attainment was well below national averages, both for the proportion gaining 5 or more GCSE or GNVQ equivalents, at grades A* to C and for grades A* to G. The average points scored by pupils was very low in comparison with the national average, placing standards amongst the lowest 5 per cent nationally. When compared with schools with similar social intakes, attainment was below average. However, when attainment is compared with similar schools on the basis of pupils' prior attainment at the end of Key Stage 3, the percentage of pupils achieving 5 or more GCSE/GNVQ A* to C grades is above average. This represents a good overall rate of progress and concurs with judgements made during the inspection on the way in which the boys, currently in the school, learn.

6. Pupils' overall level of attainment in the core subjects in GCSE in 2000 is below average in English and mathematics and well below average in science. The results in English and mathematics show a rising trend, whilst those in science have remained static. There has been consistently good attainment in recent years in English, sports studies and, particularly, art and design, relative to other subjects, but attainment in French, history, design and technology and information technology has been less satisfactory.
7. In English, attainment overall is below average in all aspects of reading, writing, speaking and listening. Pupils respond well to teachers' questions and enjoy speaking, but answers often tend to be brief. However, although many pupils enter the school with very low reading levels their reading improves steadily, so that by Key Stage 4, they are able to read GCSE texts satisfactorily. The content of written work is sometimes minimal and spelling and punctuation is poor in Key Stage 3, but in Key Stage 4 pupils writing is more grammatically correct.
8. In mathematics, pupils in Key Stage 3 work successfully across all areas of the subject, although sometimes their literacy difficulties hinder their progress; for example, in constructing a questionnaire for a survey in data handling. Recent emphasis on the improvement of mental and oral skills is proving effective and is enabling pupils to express their mathematical thoughts in the spoken word. Generally, pupils demonstrate that they have the basic skills to adopt a structured approach to their mathematical assignments.
9. In science, achievement is most rapid in experimental science and pupils generally carry out experiments successfully. They are able to make reasoned predictions across a range of science topics and understand the principles of fair testing. However, they find it more difficult to pose questions of their own, to record the outcomes of experiments or to recall basic facts on issues such as sense organs and nerve cells. Pupils do not have enough opportunities to use ICT to develop their scientific learning further. In a number of other subjects also, for example, English, mathematics, history and geography, pupils' learning is restricted by insufficient access to computers.
10. The school has undertaken a number of initiatives in response to the 1999 report, to raise standards of attainment, especially standards of literacy and oracy across the curriculum. For example, it has been successfully involved in a project with the London Institute of Education to develop literacy across the curriculum. This has been undertaken by the humanities, mathematics and science faculties in the first instance and is having a very positive impact in the literacy skills of the pupils. Pupils are able to use their numeracy skills in many other subjects and, although there is no formal policy, these subjects make a valuable contribution to the development of pupils' opportunities to use mathematics in a relevant context.
11. The school records the progress and achievements of pupils and analyses these according to ethnicity, mother-tongue and fluency, but not in relation to special educational needs. A strong emphasis is placed on setting individual targets for pupils in all their subjects and progress towards these is monitored closely. As a result, appropriate support is given to pupils and the school has succeeded in exceeding the statutory targets, set in conjunction with the local education authority (LEA). Over half the pupils in the school are identified as having special educational needs; they show good progress in lessons as well as towards the targets set out in their individual education plans. Those pupils identified by the school as gifted or talented also make good progress. Pupils with English as an additional language make rapid progress in acquiring English within a short period of time and they achieve well in other subjects as their English language skills improve.
12. Since standards were last reported on in detail in the 1996 inspection, they have either been maintained or improved upon in all subjects, except religious education. The school recognises that standards are not high enough and need to be raised further.

Pupils' attitudes, values and personal development

13. Pupils' attitudes have improved significantly since the 1996 inspection report. This was noted in the 1999 report and has continued to date. Most parents who responded to the questionnaire are

satisfied with standards in this area and confirm the improvements noted by inspectors. The majority of pupils have a good attitude to learning. They are well motivated, enjoy their lessons and are proud of their school. Pupils are able to organise themselves and take advantage of the opportunities that the school has to offer; for example, in a Year 10 mathematics lesson pupils worked well on an investigation, showing good co-operation, concentrating and behaving well. In a Year 9 science lesson, where a high proportion of boys had English as a second language, all pupils were well supported, allowing them to participate fully and respond readily. However, a minority of pupils show unsatisfactory attitudes and behaviour in lessons. In some cases this is linked to their immaturity or to the quality of teaching in that lesson, in others it is disaffection or a clear determination to disrupt learning. This weakness was evident mainly in Key Stage 3 lessons, where, in about a fifth of lessons, the teacher had to spend time minimising disruption to the learning of others.

14. Pupils' behaviour outside the classroom is now satisfactory, an improvement from previously reported standards. There have been no permanent exclusions from the school in recent years. Fixed term exclusions are decreasing steadily and rates are well below LEA averages. There is a strong commitment at the school to resolving problems, so that boys are enabled to stay in school to pursue their learning with minimal disruption. The school has a harmonious atmosphere and relationships are good throughout. Boys report that they feel happy and safe. All adults at the school provide positive role models for pupils by showing respect and consistency in their interactions with them.
15. Pupils' personal development is satisfactory and they are keen to take responsibility when it is offered. They usually show respect for each other and their surroundings. When required, pupils take responsibility well; for example, within physical education lessons where co-operating effectively in pairs and teams is encouraged. Paired and group work are also promoted in other subjects. There are however, insufficient opportunities for pupils to show responsibility in the classroom, for example, through taking charge of simple tasks such as the distribution of resources and organisation of the classroom. Pupils may stand for, and be elected to, the school council and some senior pupils help in the supervision of the school at break and lunch times. These duties are valued highly by the boys. Many pupils represent the school in sports competition with other schools. The closure of the library for building works is restricting opportunities for pupils to engage in independent study prior to their external examinations; for others who do not have study facilities at home to complete homework out of school hours; and more generally for personal study and research.
16. Pupils form positive and constructive relationships with others. They are friendly and show interest in and respect for visitors in the school. They value the approachability of their teachers, who provide positive role models for pupils. The school's equal opportunities policy which is monitored carefully, actively promotes racial harmony.
17. Most pupils identified as having special educational needs are positive and eager to learn in their small group withdrawal lessons, which helps promote a positive learning atmosphere in which they can make progress. A few Year 7 pupils, however, find it difficult to settle down and their immature behaviour means that they do not make the progress of which they are capable. Most pupils learning English as an additional language are highly motivated and acquire basic inter-communicative English language skills in a relatively short time. They soon become confident members of the school community.
18. Attendance rates for the last year 12 months show a significant improvement over the previous year and the attendance rate is now approaching national averages. The authorised absence rate has fallen from 10.9 per cent to 8.4 per cent, compared to a national average of 7.7 per cent. Unauthorised absence is in line with national averages. This good improvement has been achieved through rigorous monitoring of attendance and a very effective pastoral care system. Taking account of personal circumstances, setting targets and insisting on regular, prompt attendance has helped individual pupils and their families in making improvements. There are still some pupils who do not arrive at lessons on time, despite careful monitoring by teachers.

19. The good attitudes, satisfactory behaviour and personal development of pupils have a positive effect on learning; most enjoy school, are keen to learn and attend regularly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. There has been an improvement since the last inspection in 1999 when about four out of five lessons were satisfactory or better. Teaching is now satisfactory or better in nine out of ten lessons seen during the inspection and it is good or better in almost half of lessons. There are examples of good teaching in almost all subjects and across both key stages. There is very good teaching in almost one in five lessons and consistently good teaching in English, mathematics, geography, history and art.
21. Teachers generally plan lessons well. They clearly identify the lesson objectives, include time scales and set out and explain the learning steps to pupils. Many lessons end with a plenary session to evaluate the learning gains for pupils. Learning is particularly well structured in most mathematics lessons where teachers use the mental and oral session at the beginning of the lesson to target questions, providing pace and challenge for all. The use of 'thinking skills' within the department is improving attainment in the subject. This effective practice could be disseminated more widely across the school.
22. In the best lessons, teachers challenge pupils and use approaches which enable pupils of all attainment levels to learn effectively and at a stimulating pace. In these lessons, pupils are interested, sustain concentration and confidently take some responsibility for their own learning. However, there are still inconsistencies in the planning for different groups of learners. For example, in mathematics, pupils are grouped according to ability and the work is structured to help them make progress at an appropriate level. In some other subjects, insufficient attention has been given to the differing levels of prior attainment. Time is wasted when higher attaining pupils have to repeat work which they have already mastered; for example, in history all pupils had to repeat a task, although many had already completed the work satisfactorily. By contrast in a very good geography lesson on examination techniques in Key Stage 4, lower attaining Year 11 pupils gained in confidence and were helped to understand geographical vocabulary so that they could revise case studies as homework for their next lesson.
23. Teachers' expectations are generally high and teachers show genuine concern for all pupils and their learning, as well as their welfare. These strengths in the quality of teaching have a positive effect on pupils' learning. Teachers give clear explanations and engage pupils through their enthusiasm for their subjects and their use of appropriate resources. For example, in a very good lesson in science, clear explanations were given and resources deployed effectively to enable Year 8 pupils to improve their observation and handling skills with scientific apparatus, while increasing their knowledge of food tests and the importance of a balanced diet. Pupils' attention and effort is stimulated by a variety of activities. In a Year 9 English lesson, drama and role play was used effectively to introduce pupils to their GCSE poetry course by enabling them to investigate their own feelings towards war.
24. Where teaching is less effective, this is often the result of inadequate planning and a lack of pace. Some of these lessons did not start enthusiastically and promptly and pupils were not given a variety of suitable learning tasks. In these cases, pupils were not challenged to work to their capacity and when this was coupled with poor pupil attitudes, learning within the lesson became unsatisfactory. Inappropriate behaviour is usually dealt with quickly and consistently. However, when tasks are not well prepared and significant numbers of pupils require support from the teacher this leads to an emphasis on control at the expense of learning.
25. Most teachers have a satisfactory knowledge and understanding of their subject. However, when teachers are required to teach beyond their specialism; for example, in food technology, religious education and music, they sometimes lack the competence to promote good learning. In personal, social and health education there is still considerable weakness in the skill of teachers to adapt to the organisation of group work and discussions.

26. Since the last inspection, there has been significant improvement in the teaching of literacy under the leadership of the English and learning support departments. In English, history and geography there is an emphasis on basic skills in reading, writing and the explanation of relevant terms, but not all teachers or departments are using the skills consistently. The development of basic numeracy is promoted well in the mathematics curriculum and in geography there are well-developed links to aid pupils in developing numeracy skills. However, there is still inconsistency between subjects and within departments and some staff still lack the confidence or knowledge to teach literacy or numeracy effectively.
27. The quality of teaching in small group withdrawal sessions by specialist support teachers is good. Lessons are characterised by structured planning and a variety of activities that help keep pupils focused on their work. In a Year 11 English withdrawal lesson, pupils were further challenged by the pace and use of very appropriate terminology whilst analysing short stories. In another lesson, although the work on Anglo-Saxon riddles was challenging, the teacher needed more effective strategies to deal with the two pupils who had missed the previous lesson in order to moderate their disruptive behaviour. Subject teachers have details of the learning needs and individual targets of those pupils on the school's register of special educational needs. This information helps teachers in their planning of work for these pupils.
28. Pupils with English as an additional language learn well and gain the confidence to work effectively in their other subjects. Planning for their support is good and there are effective teaching partnerships between subject and language specialists. In some subjects, resource materials are used well and are often used by all pupils in the class, effectively supporting the development of their literacy skills. In a science practical lesson on insulation in Key Stage 3, pupils gave very good help to a group where a high proportion required significant help with language development. Pupils understood the vocabulary as a result of their experiments and felt they could both understand and enjoy science as a result.
29. Assessment procedures vary between subjects, but are satisfactory overall. All teachers have access to detailed class profiles of pupils' prior attainment; where teachers use these to diagnose pupils' learning needs and set individual targets, attitudes to learning are positive. In mathematics, teachers use mental and oral activities at the start of lessons and skilfully target questions to individuals to check understanding. In physical education, pupils make use of assessment to evaluate their own performance and that of others in the group. Pupils are informed termly of the levels at which they are working and most have a real understanding of this information and of how their work can be improved.
30. There is some weakness in the setting and use of homework. Homework is not always seen as a means of supporting pupils' sense of enquiry and independent learning. Much is still characterised by completion of tasks begun in lessons. Homework is not set consistently by all teachers and there are too few examples of homework being used to reinforce learning, engage pupils further in tasks or extend learning for the higher attaining pupils.

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

31. The school provides a broad and balanced curriculum at Key Stage 3, consisting of the National Curriculum, together with religious education and personal, social and health education. The content of personal, social and health education has been improved considerably since the last inspection. There is now one lesson a week throughout the school, together with a number of whole days during the year devoted to relevant topics. Pupils study a foreign language, either French or Spanish and they have a separate lesson of ICT in Years 7 and 9. However, there are insufficient opportunities for pupils to experience ICT within other subjects of the curriculum.
32. All pupils follow GCSE courses in English, mathematics and science in Key Stage 4, together with physical education and personal, social and health education. All pupils study a foreign language and design and technology, with the exception of 21 pupils who follow a course leading to a GNVQ

qualification in information and communications technology during this time. All pupils have the option of two further GCSE subjects, or alternatively GNVQ courses in ICT or leisure and tourism. There is the opportunity for pupils at an early stage of learning English to follow options that provide support for the acquisition of language skills and course work in other GCSE options. This breadth of curriculum represents a wider range of opportunities, including those for vocational education than was the case at the time of the previous report.

33. The school does not meet the statutory requirement to provide religious education for all pupils at Key Stage 4. Some pupils take the short course examination in religious education with the support of a teacher beyond the school timetable. For those pupils who do not study for an ICT examination there is no separate provision of the subject and other subjects do not adequately cover it. The school plans to rectify this unsatisfactory situation from September 2001.
34. The provision for music during the current year has not been adequate, due to the difficulty of replacing a specialist music teacher mid-year. This has meant that classes in Key Stage 3 have had drama lessons instead of music during the summer term. In the circumstances, the decision to provide worthwhile lessons in drama rather than an inadequate provision in music was appropriate. However, pupils following a GCSE course in music in Key Stage 4 have experienced unsatisfactory teaching in the last few weeks of their course, due to this lack of specialist expertise on the staff. A music specialist has been appointed for September 2001, when the full provision for music will be restored.
35. Pupils' basic skills in literacy are now promoted both within English and more widely in other subjects, following the development of a policy and strategy for literacy across the curriculum. The school has made good progress in addressing this key issue, identified in the inspection report in 1999. The geography and mathematics departments are working with learning support to actively develop ways to enhance literacy through the teaching of their subjects. Although numeracy is promoted within the teaching of mathematics and is incidentally developed in other subjects such as science and geography, there is not as yet a whole school approach across the curriculum.
36. The school provides a satisfactory range of extra-curricular activities. These include a number of sporting activities and boys take part in team games within school and against other schools, with considerable success. A cricket coach takes a weekly session for Year 7 and 8 pupils. Pupils take part in instrumental lessons at the Yamaha Music School located at the school. There are clubs for drama, music, photography and chess as well as a homework club. Pupils take part in out of school visits as part of their learning experiences in the formal curriculum. These include visits to the Natural History Museum and to Hampstead Heath to study ecology. There have been school journeys to Germany and a ski trip. The school has identified the aim of providing a residential experience for all pupils in each key stage in its improvement plan.
37. The school aims to provide a curriculum that draws from the wide variety of ethnic groups found in the school; effective examples of this are found in English, food technology, art and design and music. Although the school's ethos of inclusivity is strong, there has not been an analysis of the register of special educational needs to check the numbers of pupils from different ethnic groups. The provision of the learning support department is appropriately co-ordinated to minimise any negative impact on pupils' access to the curriculum. The school's policy of in-class support in normal lessons, along with structured and targeted one-to-one and small group withdrawal lessons, means that pupils are able to access the curriculum on offer. A range of suitable learning opportunities is offered in different subjects for pupils whose first language is other than English; they quickly begin to participate well. The school identifies about a fifth of the pupils in Key Stage 4 as gifted or talented and provides specific support to encourage their achievements.
38. The school's promotion of pupils' personal development has improved since the last report and is now satisfactory. The curriculum for personal, social and health education contributes to the moral, social and cultural development of pupils, through the study of key skills, health education including drugs, and sex and relationships education. Citizenship is promoted through year and school councils and the study of democracy through national elections. Careers education is provided for all Year 11 pupils, including preparation for and participation in work experience. During school activity days pupils have planned and modelled ideas for the school playground. The

theatre in education group has worked with pupils on issues of sex and relationships and of racism. Trainers from industry held sessions on key skills and the Army has led problem-solving exercises for pupils.

39. Other subjects contribute effectively to the moral, social and cultural understanding of the pupils through, for example, an emphasis in foreign language teaching on respecting other people's views and beliefs; the discussion in religious education and geography lessons of issues with a moral dimension such as euthanasia and child labour. In English, moral issues are raised through literature and poetry. A broader cultural dimension is evident through, for example, the work with each year group of a Caribbean poet and the study of the cultural significance of artwork. Community topics deal with issues of multiculturalism. Although several subjects contribute to this dimension of pupils' education, this has not been audited recently across the school and, so, there is no overall measure of its content or effect.
40. When the school was inspected in 1999 the provision for pupils' spiritual development needed strengthening. Pupils' spiritual development remains unsatisfactory. There is little evidence of spiritual experiences in lessons other than in religious education, where it is insufficient. Whilst some school assemblies provide an opportunity for reflection, they are generally lacking in opportunities for reverential or spiritual experience. They are mostly used for group communication and to encourage pupils to good behaviour and effort. There is some reference to moral and ethical issues. Assemblies do not meet the statutory requirement for an act of collective worship. However, the school provides an appropriate opportunity for Muslim pupils to attend Friday prayers with a local prayer leader, setting aside a room for this purpose.
41. The school has developed a range of links within its community and has built good links with other schools and educational institutions. Family literacy classes are developing valuable links with parents, especially those with a first language other than English. An Upward Bound Saturday School is held to support families in promoting the educational aspirations of their children. Local business has sponsored computers in the new technology block and supports pupils in attending classes in the application of new engineering at the City and Islington College. The school is part of a new education action zone, which promotes the themes of raising achievement and of making learning exciting. This is already leading to the expansion of curriculum links with local primary schools and the further development of music, drama and sport in the schools. The school is using expertise in a Beacon school to help the development of its own programme of whole-school review. It has strong links with three colleges of higher education for the initial training of teachers and more effective links are developing with further education through the headteacher's contact with the City and Islington College.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school makes good provision for the care, health and welfare of pupils. The school has continued to improve provision in this area of its work since the last inspection and has secure systems in place to support all groups of pupils. Parents are content that their sons are safe and happy in school. There are suitable arrangements for cleaning and site security.
43. There are good procedures in place for child protection, with the headteacher and assistant heads sharing responsibility for children in need. Procedures for sharing information about such pupils are appropriate and records are kept securely. The school has suitable procedures for dealing with illnesses and accidents and there are qualified first aiders on site.
44. Procedures to monitor and support pupils' personal development are very good. The pastoral care system is very effective and well understood by all. Parents are well involved when appropriate and the specialist mentoring staff work closely with tutors and year heads to ensure that individual's needs are met. In addition there is access to outside agencies, the education welfare service and specialist groups to support pupils and their families. A measure of the success of the pastoral care system is that no pupil has been permanently excluded from the school in recent years. Tutors know the pupils in their care well and any concerns about attitude or personal development are raised quickly. All boys have a formal half-termly interview with their class tutor and undertake

self-assessment and target setting as part of the personal and social education curriculum. These strong procedures ensure that the support given to every pupil is of a consistently high standard and is a strength of the school.

45. Systems for assessing pupils' attainment and progress are good. Most departments have effective methods that regularly review pupils' standards and achievements, although pupils' performance is not monitored sufficiently in history, physical education and across all the subjects contributing to ICT. There are very good whole school arrangements for collecting data from internal and external tests. This material is efficiently compiled and analysed and pupils' progress charts and class profiles shared with departments. This information is well used to evaluate the subject's performance, to set pupil targets and to identify those who require additional support.
46. The school provides good academic guidance and support for its pupils. It does this by utilising assessment information to discuss areas for development with pupils on an individual basis. Pupils are advised and helped by many staff, ranging from class teachers and heads of departments to heads of years and mentors. In addition to this individual support there is effective group support in Key Stage 4, such as out of hours classes for pupils who might benefit from additional teaching.
47. The school has effective links and relationships with outside agencies to enhance the support available for those pupils identified as having special educational needs. Transitional and annual reviews are effective and support pupils with statements as they move through the school. The school meets the curricular requirements as outlined in pupils' statements. The English language skills of each pupil with English as an additional language are assessed at admission, to guide the nature and quantity of support required to enable the boy to acquire language skills quickly. The progress of pupils is monitored regularly. The pastoral support provided by the staff in the EMAS and learning support departments enhances the school's ethos of social inclusion.
48. Procedures to promote good behaviour and eliminate oppressive behaviour, including racial harassment and bullying, are very effective. Pupils feel safe and the school has a harmonious atmosphere. Boys report that there is little bullying and that help is readily available if they need it. The youngest boys appreciate that older pupils involve them in lunchtime basketball and football games. Teachers are thought to be fair and pupils accept and support the 'Holloway Code'. Parents say that behaviour is better than it used to be.
49. Procedures for promoting and monitoring attendance are very effective and have improved the rates of attendance significantly in the last twelve months. Systems are well understood and rigorously carried out and monitored. Pupils know that absences and truancy will be noticed and followed up promptly. The education welfare officer attends the school regularly and supports the schools' work very effectively. Registers and monitoring are undertaken, using a computerised system that is networked around the school. This ensures that pupils' records are readily available to all staff if they need to follow up a concern. Good attendance is rewarded and recognised and most boys are now in the habit of attending regularly and punctually.
50. The strong provision in this area ensures that pupils are safe and content and that the great majority can, therefore, concentrate their energies on their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The previous reports noted satisfactory provision, overall, for the school's partnership with parents and this sound provision continues. There was a low response to the questionnaires sent to parents before the inspection and a relatively small number of parents and carers attended the meeting held at the school. The views of the small minority responding cannot be said to be representative of the whole parent body of the school.
52. Those parents who responded believed that the school is generally providing a satisfactory education for their children. In particular, they noted that the school is well managed, that boys enjoy attending, that behaviour has improved and that the school has become more respected and

well thought of in the local area recently. This view is borne out by the increased intake anticipated in September 2001. Parents are less happy about provision for homework and the response they get to problems that they raise with the school. The inspection team agrees with parents' positive views but judge that homework provided is satisfactory and that the school makes every effort to deal effectively with parents' and carers' queries and complaints.

53. The school's links with parents are satisfactory. School policies and documents are readily available to carers and translation or interpretation is available on request. There is a wide range of consultation meetings and information evenings to share information about the school's work. If boys are experiencing difficulties at school, parents are involved at an early stage. The school also takes care to inform parents of successes as well as problems.
54. Parents and carers are provided with copies of their sons' individual education plans, thus keeping them informed of and involved in the process of short-term target setting. They are invited to and attend the reviews of pupils with statements of special educational needs. Where appropriate the school ensures that interpreters are present, although it is unclear that all parents and carers fully understand the correspondence they receive as part of this review process. The home-school liaison teacher works well with the Bangladeshi community to ensure that parents and carers are kept fully informed. Additional events, such as the 'Family Literacy Workshop' further enhance the partnership with parents.
55. Parents are generally supportive of the school and most send their children to school each day promptly and ready to learn. Parents share concerns with the school and co-operate well with staff to resolve difficulties. Most check homework diaries regularly and ensure that homework is completed. Consultation evenings are well attended by boys and their parents or carers and this opportunity to discuss progress together helps the boys to achieve their targets. The school is well supported by parent governors. There is no parent-teacher association at present, although recently elected parent governors have begun the process of trying to create interest in this initiative. This satisfactory involvement of parents makes a sound contribution to pupils' learning.
56. There is a weekly newsletter which gives satisfactory information about the school's work. The prospectus and the annual report to parents by the governors do not meet statutory requirements, although they are accessible and informative. The school's annual reports to parents on pupils' attainment and progress are unsatisfactory. They are brief, presented in table form, insufficiently informative and are very difficult to understand.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The quality of leadership and management provided by the headteacher continues to be a strength of the school, as reported in the 1999 inspection. The headteacher has led the school through a very difficult period with vision and determination. His leadership is very effective and this is recognised and valued by the staff, pupils and their parents.
58. The leadership team shares the headteacher's vision for the future of the school as a place where pupils will receive a high quality education and enjoy learning. The team operates with a strong sense of teamwork and has been very effective in working with all staff to raise expectations of what can be achieved in the school. It closely monitors the quality of teaching and the standard of pupils' work and attitudes. The quality of teaching required further improvement at the time of the 1999 inspection and the senior team addressed the issue well by carrying out an extensive programme of observations of teaching. Good feedback is given to individuals and key messages are shared appropriately with the whole staff so that the proportion of less than satisfactory teaching has been reduced and there is a higher percentage of very good teaching. The team has a very visible presence around the school throughout the day, supporting pupils and teachers in maintaining high standards of behaviour in classrooms and at recreational times.
59. The governing body shares the same strategic vision for the future of the school and is fully committed to the school's improvement. Governors have sufficient insight into the day-to-day work of the school and its strengths and weaknesses to enable them to act as valuable critical friends.

Long term planning is good; for example, detailed planning is now in progress for the introduction of girls into the school in 2002. Committees regularly monitor developments against the targets set in the school improvement plan. However, the governing body is not fulfilling its statutory responsibilities in a number of key areas. These relate to poor provision for religious education, the provision of daily collective worship and the publication of information for parents in their annual report. Health and safety audits are insufficiently documented.

60. The quality of middle management is now satisfactory; in many areas in the school, heads of year, department or faculties give good leadership to their areas of responsibility. The faculty structure provides good support, particularly for those staff working in small departments. Since the last inspection in 1999, a senior management team has been established and is effectively providing a forum for faculty heads to share in the development of the whole school. The leadership of English and mathematics is good and is having an important impact on the improvement of standards in these subjects. The management of art, geography and modern foreign languages departments is also good but the leadership of information and communication technology and religious education requires further strengthening.
61. At the time of the last inspection the LEA was considering whether it could support the reduction of an accumulated deficit incurred when the school's delegated powers were removed from 1996 to 1999. Although a proportion of this deficit was covered, the school has had to operate within very severe budget arrangements to reduce the deficit of £112,000 returned to the school in 1999. This has had a serious impact on the capacity of the school to resource the curriculum adequately. The amounts that the school has allocated to learning resources and staff development are lower than national averages, although the overall income per pupil is comparatively high. The income into the school is in line with Islington averages. The school has attempted to redress this unsatisfactory situation by involving itself in a number of initiatives to bring additional funding into the school; for example, the school took a lead in making an application for funding for an education action zone with feeder primary schools. This has been successful in attracting an additional £350,000 annually for use by the member schools. Further sponsorship and income is generated for the school by the Yamaha Music School.
62. The school pays due regard to the Code of Practice for special educational needs and the register is effectively organised and up-to-date. The learning support department provides very good quality leadership to the rest of the school in its support of pupils with special educational needs. Because there is dedicated administration for the department, teachers with responsibility in this area do not have to be involved in routine tasks and they have been able to use their time effectively to support other teachers in improving their teaching skills. The numbers of pupils with English as an additional language and requiring support have increased in the past year. The current staffing levels provided by the LEA are inadequate and should be reviewed as the school takes over its own delegated responsibility for this area of its work in the next academic year. The provision that is available is well utilised and valuable training has been given for subject teachers to offer support to meet some of the needs of these pupils.
63. The school's financial planning procedures are very good and, although the school has not been able to fund all the improvements it sees as important, financial planning takes full account of educational priorities and the principles of best value. An audit was carried out recently and indicates that satisfactory financial controls are in place.
64. The levels and expertise of both teaching and support staff are generally satisfactorily matched to the needs of the school and the demands of the curriculum. However, there are strengths and weaknesses within the provision. A notable strength is the very good support for boys by pastoral support staff. The school effectively draws upon outside agencies and groups to give a comprehensive service to solve problems and raise achievement. A weaker area is the difficulty in recruiting suitable teachers and, although the school has made every effort to make appropriate appointments, some vacancies remain unfilled. This has led to gaps in some departments of suitably qualified staff and the regular use of supply teachers or existing staff teaching beyond their immediate specialism. Despite these difficulties, the staff work closely together as a team and support temporary teachers effectively.

65. The work of all staff is monitored carefully and the school is meeting statutory requirements for the performance management of teachers. Although staff development is given a high priority in the school and is effectively improving teaching practices, insufficient formal support has been given to upgrade the expertise of teachers who have a regular teaching commitment beyond their own subject. Despite these difficulties, the school provides placements for trainee teachers; students on teaching practice make a valuable contribution to the professional development of their mentors and the classroom experiences of the pupils.
66. The accommodation at the school is unsatisfactory. The site has been neglected for many years, although a refurbishment programme is now in progress and is slowly tackling the enormous problems. The old Edwardian buildings provide the main block of teaching rooms, because there is no alternative but to continue using them. However, in their current poor condition they do not provide suitable accommodation for learning. Because of the building programme, science and ICT are taught in temporary, unsuitable rooms and the learning resources centre is closed to pupils. This limits the extent to which pupils are able to pursue independent learning. However, the new accommodation for design and technology and music is greatly enhancing learning in these subjects and the new entrance and administrative block provide a much more welcoming environment.
67. The resources available to the school to support the curriculum are, overall, unsatisfactory, because of the long-term budgetary difficulties. These are having an adverse effect on the provision of consumables, books and artefacts to enliven learning; for example, in English, art and design, history and religious education. The current limitations of computers in classrooms are also restricting access for pupils to use ICT across the curriculum. By contrast, the music department is very well resourced and benefits greatly from the support of the Yamaha Music School.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve further, the governors, headteacher and staff should:
- (a) **Raise standards to at least the level attained in similar schools by:**
- Improving attainment, particularly in science, design and technology and information and communication technology (paragraphs 4, 6, 95, 110, 133);
 - Improving further the quality of teaching (paragraphs 20, 24);
 - Developing additional strategies to improve the attitudes of a minority of pupils (paragraphs 13, 24);
 - Providing planned opportunities for the spiritual development of the pupils (paragraph 40);
 - Providing clearer information about the attainment and progress of pupils in the termly reports to parents and carers (paragraph 56).
- (b) **Meet statutory requirements by:**
- Providing a daily act of collective worship for every pupil (paragraphs 40, 59);
 - Providing religious education and ICT for all pupils in Key Stage 4 (paragraphs 33, 133, 166);
 - Ensuring that the information in the school prospectus and governors' annual report complies with requirements (56, 59).
- (c) **Endeavour, with the LEA, to secure the necessary funding to ensure that the refurbishment programme is extended to improve the learning environment throughout the school** (paragraph 66).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	123
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	31	42	7	2	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	532	0
Number of full-time pupils known to be eligible for free school meals	292	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	29	0
Number of pupils on the school's special educational needs register	274	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	280

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	8.4
National comparative data	7.7

Unauthorised absence

	%
School data	1.2
National comparative data	1.1

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

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2000	121	0	121

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	38	29	24
	Girls	0	0	0
	Total	38	29	24
Percentage of pupils at NC level 5 or above	School	35 (20)	24 (24)	20 (8)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC level 6 or above	School	15 (4)	14 (8)	7 (1)
	National	28 (28)	42 (38)	30 (23)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	28	36	24
	Girls	0	0	0
	Total	28	36	24
Percentage of pupils at NC level 5 or above	School	25 (32)	30 (48)	21 (4)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC level 6 or above	School	7 (10)	13 (20)	4 (1)
	National	31 (31)	39 (37)	29 (28)

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

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	142	0	142

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	28	111	134
	Girls	0	0	0
	Total	28	111	134
Percentage of pupils achieving the standard specified	School	19.7 (17)	78.2 (73)	94.4 (86)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

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

GCSE results		GCSE point score
Average point score per pupil	School	20.7 (20.0)
	National	38.4 (38)

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	7 42.9
	National	n/a n/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	30
Black – African heritage	120
Black – other	12
Indian	11
Pakistani	6
Bangladeshi	67
Chinese	7
White	233
Any other minority ethnic group	46

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	13	0
Black – African heritage	17	0
Black – other	5	0
Indian	1	0
Pakistani	0	0
Bangladeshi	10	0
Chinese	0	0
White	20	0
Other minority ethnic groups	11	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	38.2
Number of pupils per qualified teacher	15.2

FTE means full-time equivalent.

Education support staff: Y7 – Y11

Total number of education support staff	13.0
Total aggregate hours worked per week	377

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	67.9
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Average teaching group size: Y7 – Y11

Key Stage 3	20.3
Key Stage 4	21.1

Financial information

Financial year	2000/01
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	£
Total income	2,469,000
Total expenditure	2,543,743
Expenditure per pupil	4,737
Balance brought forward from previous year	-9,692
Balance carried forward to next year	-74,742

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	532
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	36	9	6	3
My child is making good progress in school.	42	45	3	3	6
Behaviour in the school is good.	24	42	15	9	6
My child gets the right amount of work to do at home.	21	42	9	18	6
The teaching is good.	42	36	9	0	9
I am kept well informed about how my child is getting on.	58	33	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	18	9	6	6
The school expects my child to work hard and achieve his or her best.	61	30	6	3	0
The school works closely with parents.	42	39	6	6	6
The school is well led and managed.	39	39	9	6	6
The school is helping my child become mature and responsible.	33	33	12	9	12
The school provides an interesting range of activities outside lessons.	33	30	15	3	15

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

ENGLISH

69. The standards in English in both key stages are below the national averages. Attainment in Key Stage 3 national tests improved in 2000 and work seen in the school confirms that this upward trend is being maintained. When compared with similar schools, standards are in line for pupils achieving at level 5 and above and well above average at the higher level 6. GCSE results in English and English literature are significantly below the national averages, but, when considering relative performances for different subjects in the school, English emerges as above average and English Literature as below average. The targets which have been set by the English faculty for both key stages are realistic and appropriate. Teaching for pupils with English as an additional language and support from special educational needs staff and learning mentors effectively enables these pupils to achieve well in relation to their targets.
70. The speaking and listening skills of the majority of students throughout the school are below the appropriate standard. Although in both key stages pupils contribute to discussions related to the lesson and offer perceptive responses to questions from the teacher, their answers tend to be brief and they do not develop ideas in a sustained manner. They have difficulty in formulating questions; for example, in the hot-seating activity in a Year 9 group the pupils were unable to question the characters being portrayed. A few pupils in both key stages are able to express their opinion articulately and also listen to others' point of view, but this is not the general picture.
71. The majority of pupils enter the school with reading levels lower than their chronological ages. However, most pupils are willing to read aloud in class. This is an improvement since English was last reported on in detail in the 1996 inspection. Although attainment in reading throughout Key Stage 3 remains below national expectations, by the time pupils reach Key Stage 4 their standards are higher and most pupils read the GCSE texts satisfactorily. Pupils are persuaded to reflect on and explore emotional responses to issues presented through literature and to examine layers of meaning with reference to text. This aspect is of particular importance to the boys' study of literature and their responses prove the effectiveness of this policy.
72. Full school library facilities are not available to pupils at present. Due to the building works in the school the library is closed for the summer term. This is unsatisfactory, as pupils are denied opportunities for independent learning and access to a range of books for research and enjoyment.
73. The standards in writing in Key Stage 3 are low. The content of pupils' work is minimal, and spelling and punctuation are inconsistent and presentation is poor. The written work produced by pupils varies according to their language and learning development. In Key Stage 4, there has been a significant improvement in the standards of writing since the last inspection and the majority of pupils produce work that is just satisfactory. The marking policy of the faculty is effective in facilitating improvements. The written work in both key stages shows progress over a period of time where positive feedback and targets for improvement are helping pupils to attain higher levels.
74. Standards in drama are low in Key Stage 3. Pupils lack concentration to engage fully in paired and group work within lessons. In some classes, pupils' inappropriate and unco-operative behaviour hinders progress. Pupils show satisfactory to good use of language orally, but have difficulty in writing down ideas. In Key Stage 4, however, standards are significantly higher; pupils are able to develop their ideas spontaneously and manage the direction of a performance with minimum intervention from the teacher. Most pupils have clear diction, good sense of timing, awareness of dramatic tension, good movement and eye contact. They use effective language to describe the character they play and respond positively to suggestions of ways forward.
75. The quality of teaching is good overall in both key stages and in almost half the lessons observed it was very good. This is an improvement from the last inspection report when teaching in a third of

the lessons was unsatisfactory. Teachers plan lessons well with clear aims. High expectations in both work and behaviour are communicated to the pupils. Good work and effort are both recognised and praised; teachers offer positive feedback to help pupils to improve their standards. Teaching is characterised by an expert knowledge of English in the National Curriculum and the requirements of the GCSE examination syllabus.

76. Teachers use a range of methodologies, including drama activities and appropriate resource materials to make the lessons challenging and enjoyable. In an introduction to GCSE poetry with a low attaining Year 9 group the teacher adopted a variety of techniques, drama and hot-seating with preparation in groups of three, to help pupils to understand the powerful images of the horrors of war in Owen's 'Dulce et Decorum Est'. The teacher of a higher attaining group facilitated pupils' understanding of the layers of meaning of the same poem by using a quiz with a range of possible answers, from which the pupils were encouraged to select those which expressed their own opinions. Both groups learned the process of annotating a poem. It was evident from the pupils' oral responses that effective learning had occurred in both lessons. In studying poetry from other cultures, pupils discussed traditions, culture, language and identity in relation to their own experiences. They also considered the difference between dialect and standard English. A low attaining Year 7 group listened to a text read on audiotape and this helped pupils to improve their listening skills. However, there is no evidence of teaching ICT skills in English.
77. In both key stages, lessons develop at a pace and this sustains interest and provides space for pupils' effective learning through varied experiences. They work with enthusiasm and commitment and derive much pleasure from the study of literature dealing with human issues and culture and identity. Pupils make perceptive and pertinent contributions to discussions based on novels and poetry and are inspired to produce creative writing as a personal response. In Key Stage 3, the majority of pupils show real enjoyment in reading and listening to novels and identifying with the characters and their situations, as in Swindell's 'Stone Cold'. In Key Stage 4, pupils attempt complex tasks set around texts and respond confidently to the demands made on them. They are able to analyse and interpret meanings of poems and are learning to annotate.
78. Generally pupils participate fully in the lessons and demonstrate a clear excitement in learning. However, in both key stages, a small minority of pupils have negative attitudes and behave inappropriately. This was particularly evident in a Key Stage 3 class where working patterns are being re-established; these pupils were not taught by a permanent teacher for a long period and are, therefore, less secure in their learning. There is effective behaviour management and class control is firm but polite. Bad behaviour is seen as lack of respect for each other and an appropriate emphasis is laid on being responsible for one's own conduct. The code of behaviour in the English classrooms is prominently displayed and there has been a clear improvement from the last inspection.
79. In drama the quality of teaching is satisfactory in Key Stage 3 and in Key Stage 4 it is good. Lessons are well structured with introductory activities designed to improve concentration and listening skills. Opportunities are also provided for pupils to practise speaking, reading and writing as well as developing the skills in creating, performing, appreciating and appraising. However, in Key Stage 3, the pace of the lesson is impeded by pupils' inappropriate behaviour. In Key Stage 4, the lessons develop at a steady pace and pupils concentrate well and are proactively engaged in the lesson. Drama skills are practised and performances show competence and maturity.
80. Literacy is developed across the curriculum, but it is the responsibility of the head of the English faculty who works closely with the LEA literacy consultant. There is a definite focus on literacy and language development in all subject areas. Relevant language structures and vocabulary are presented and practised effectively by the pupils in other subjects. Language and literacy work forms an integral part of English lessons.
81. The vision of the English faculty has set in motion a definite route for improvement and builds effectively on the upward trend noted in Key Stage 3. The culture of self-evaluation, sharing of best practice and collegiality that is developing within the faculty and in relationships with other faculties

augurs well for the continuing improvement in teaching and learning. The good and proactive leadership of the new head of faculty and the spirit of cordiality among the English staff have impacted on creating a positive learning environment in English lessons. However, at present, the faculty is not fully staffed by permanent teachers and lessons managed by temporary staff sometimes lack continuity; this has a negative effect on standards. The faculty handbook provides extensive information and clear guidance regarding policies, schemes of work and procedures in an accessible form. This good management is reflected particularly in the suggested patterns of learning and strategies to improve boys' achievement. Other resources, especially for reading, are limited.

MATHEMATICS

82. Standards in mathematics are below the national averages at the end of both key stages. In the GCSE examinations in 2000, the proportion of pupils with grades in the ranges A* to C and A* to G was significantly below the national average. The distribution of results meant that, although 24% of pupils gained grades between A* and C, the most frequent grade was F. However, on both these indicators, results have improved over the last three years. Pupils' achievement in GCSE is very close to the overall average attainment in all subjects across the school. In national tests at the end of Key Stage 3, levels of attainment were very low compared with the national average. However, although the proportion of pupils reaching level 5 or above was well below the average of similar schools, the proportion reaching the higher levels 6 or above was in line with that of similar schools. The average attainment of pupils in mathematics at the end of Key Stage 3 fell between 1997 and 1999, but rose again by more than the national increase in 2000.
83. In lessons observed, pupils throughout the school are achieving somewhat better than the test and examination results would indicate, although the level of attainment of most pupils is lower than the average for their age. However, pupils make satisfactory progress in Key Stage 3 and good progress in Key Stage 4, since many join the school in Year 7 with very low levels of attainment in mathematics. By the end of Year 9, higher attaining pupils are working successfully on higher level topics in algebra and co-ordinate geometry. All pupils in Year 7 understand and simplify fractions and the average and higher attaining pupils are able to add and subtract fractions at this stage. Pupils gain a good understanding of mathematical relationships through work based on 'Thinking Mathematics' lessons, which leads on to the understanding and use of algebra. All pupils study topics in statistics, with lower attaining pupils in Year 8 able to sketch pie charts to illustrate simple surveys. However, poor levels of literacy impair more rapid progress for some pupils in aspects of mathematics, for example, when attempting to construct a questionnaire for a survey. The strong emphasis being placed on mental and oral work in lessons is leading to improved levels of mental mathematics and is enabling pupils to express their mathematical thoughts better in the spoken word. This represents an improvement in the achievement of pupils when this was last reported on in detail in the 1996 inspection.
84. At Key Stage 4 there is a very wide spread of attainment in mathematics. Higher attaining pupils in Year 10 have a good level of work with a strong emphasis on algebra, including solving simultaneous equations and graphing quadratic functions. They present good quality course work, which shows clear analytical thinking and understanding of mathematics. At the intermediate level, the pupils' coursework shows a systematic approach to constructing results in tables and graphs. In contrast, the lower attaining pupils have very low levels of basic numeracy.
85. Pupils who have English as an additional language, where they have received language support over two or more years, generally make good progress and attain across the same spread of levels as other pupils. Teachers are very aware of the importance of pupils understanding the vocabulary of mathematics and the language of explanation. The department works with the learning support department to develop literacy within mathematics teaching. Pupils who have been identified as having special educational needs make satisfactory progress, in line with that of other pupils. Teachers are aware of the specific needs of the pupils in their classes and plan support for individual pupils with classroom assistants, where this is available.

86. The behaviour of pupils in lessons is generally good, although sometimes they are lively. The management of pupils in the classroom is largely effective and at its best is achieved through stimulating teaching, which interests and sometimes excites the pupils. There is a positive learning environment and pupils concentrate well at most times. They are often keen to express their ideas. When doing written work they are a bit more reluctant, often due to difficulties of basic literacy, but they usually settle to the task in hand. Presentation of work in books is generally poor across all ages, with higher attaining pupils presenting more coherent work that is better laid out. Pupils attend lessons with the appropriate equipment for work.
87. The teaching in all the lessons observed was satisfactory and was good in over half the lessons. This is having a direct effect on the standards of pupils' work, their attitude to learning mathematics and the improvements seen in the classroom. Where teaching is good, lessons are well planned and structured and teachers ensure that a good pace is maintained throughout the lesson. Pupils are encouraged to think analytically, through carefully directed questions. Good use is made of short mental and oral starters to the lessons in Key Stage 3 and with some groups in Key Stage 4. At its best, the oral and mental work builds on pupils' prior knowledge and promotes a variety of ways of working. However, teachers make insufficient use of a wide range of resources, such as number squares and lines, and aids to pupils' responses, such as 'number fans' to develop pupils' learning. The objectives of lessons are made clear at the outset and many lessons have summary sessions that return to the objectives, when pupils are asked to explain what they have learned in the lesson. Thinking skills lessons are used well to raise the level of pupils' analysis of patterns.
88. There is some effective use made of resource sheets and over-head transparencies, but these are not always sufficiently clear to be read easily. There is little use of ICT in mathematics lessons. Some pupils use word processing and spread sheets to generate graphs in their GCSE course work. There are no computers in the mathematics classrooms and mathematics lessons are not taught in the school computer suite. As a result, the use of ICT, both as a support to teaching and by pupils in mathematics, is under-developed. This is a weakness of the teaching at the present time.
89. The marking of pupils' work is good, with comments on how to improve. Homework is set regularly and provides useful opportunities for pupils to consolidate work undertaken in lessons. Assessment of work is effective and is well used to track progress and to set targets for individual pupils and year groups at the end of key stages. The overall targets set for pupil attainment are ambitious.
90. The mathematics classrooms provide a poor physical environment. However, they are enlivened, as is the corridor, by interesting displays of posters, including mathematical vocabulary and pupils' work. There is a poster in each room that enables teachers to relate National Curriculum levels to GCSE grades and this is used to encourage pupils in the value of the work they are doing.
91. The leadership and management of the subject are good. There is a strong vision, expressed and shared by teachers, of the direction the work needs to take. There is also a strong emphasis on developing the quality of teaching and learning, with aspects of the national numeracy strategy having been put in place in the teaching. An informative handbook gives teachers clear guidance on all the important aspects of their work. The department improvement plan is very clear about what needs to be done and includes all the appropriate priorities for development. The head of department has evaluated the plan for the last two years, showing progress on each of its objectives.
92. Although there is no whole school numeracy policy, the head of department has begun to review the numeracy needs of other subjects. Graphical work and statistical analysis are used and applied in geography; in science, pupils need to be able to understand relationships expressed in formulae and in some cases to be able to apply algebraic methods. In design and technology, basic number is used in all projects throughout the school. Information technology lessons in Year 9 include aspects of numeracy in some detail and GNVQ courses include numeracy as a key skill. With the strong emphasis being developed on numeracy within the mathematics lessons, the

school is well placed to adopt fully the recommendations and guidance of the national numeracy project.

93. Since the last full report in 1996 there have been considerable improvements in the provision for the teaching of mathematics and this is leading to improved standards being achieved in the classroom, in end of Key Stage 3 tests and at GCSE. The progress being made by pupils has improved, as has their attitude to learning in the classroom. The quality of teaching has improved and is now good. The management of the department now gives clear direction and places emphasis on the appropriate priorities of quality of teaching and pupil achievement.

SCIENCE

94. Pupils' attainment in the 2000 national tests, taken at age 14, was very low in comparison with all schools and, when compared to similar schools, attainment was below average for level 5 and above, but in line with the performance of similar schools for the higher level 6. In recent years, there has been a downward trend. Observation of lessons and an examination of the pupils' work show that standards have risen slightly, but still remain well below the national average. At GCSE the schools' standards in 2000 for grades A* to C were well below the national average and the same was true for grades A* to G. Results were also below average when compared to similar schools. Inspection observations confirm that this remains the case. The schools' performance in science is weaker than in English and mathematics.
95. Achievement in science is unsatisfactory, overall, across the age range, but it is good for higher attaining pupils. Pupils enter the school with national test levels that are well below average and with widely different topic coverage and depth from a range of primary feeder schools and some pupils also join the school from outside the United Kingdom. Progress is most rapid in experimental science, where pupils acquire many useful skills for carrying out and recording experiments. This is exemplified by Year 8 pupils who can competently handle apparatus and chemicals to undertake a range of tests to investigate the composition of a variety of foods. However, progress with recording experiments is not as rapid as it should be. This is in part due to badly arranged structures and, in part, due to the need to re-teach basic techniques, such as how to draw graphs. As the course progresses, greater volumes of written work are produced and topics are covered in more detail, resulting in increasing skill levels and a greater range of knowledge. By Year 9, pupils show that they are gaining a useful knowledge of the reactivity series and are sufficiently confident to perform a series of experiments on the reactions of metals with acid. They are able to predict the results and appreciate what variables need to be controlled to make a fair test.
96. Achievement in Years 10 and 11 is unsatisfactory, but some higher attaining pupils achieve well. Pupils' written work shows a steady expansion of topic breadth and understanding. Scientific skill levels are strengthened; for instance, some Year 10 pupils can explain how osmosis works and give a reasoned prediction of what will happen to potato chunks put in salt solutions of different concentrations. By Year 11, pupils are able to explain, in terms of refraction and critical angles, how optic fibres work. Pupils in other sets struggle to recall basic facts about such topics as the reflex arc and many are insecure on ideas about sense organs, nerve cells and effectors.
97. Achievement in information technology is unsatisfactory, because of a lack of suitable resources. As part of an investigation, a Year 8 pupil attempted to create a spreadsheet of the class's results, but his efforts were not rewarded because the computer malfunctioned. When the department moves into its new accommodation and receives its computers it should be able to incorporate information technology more effectively.
98. In all years, pupils with special educational needs and with English as a second language are well known to their teachers. Teachers grade their approach and sometimes produce work specially tailored to their needs. These pupils make satisfactory progress, which often becomes good when they are given specific support. Higher attaining pupils are presented with more demanding work, due to the setting system, but they are not always stimulated within their sets to go further.

99. Most pupils clearly enjoy their science, especially the practical work. They generally behave well and work hard, so long as there is plenty for them to do. They often work well in groups, with most members contributing to the common aim. Apparatus is handled with respect and increasing precision. When interested, they are keen to answer questions, but they pose few of their own.
100. Although, overall, the quality of teaching is satisfactory, there is too wide a variation from very good to unsatisfactory and poor; teaching is better in Key Stage 3. Teachers generally plan lessons well with crisp objectives that are made plain to the pupils. They usually establish pupils' knowledge from the last lesson at the start and check the new learning at the end. Teachers generally provide good factual knowledge for the pupils and question them to see if they understand it. However, only in the best lessons are the pupils encouraged to produce and to develop ideas for themselves, with the teacher injecting just enough information to enable them to go further. The balance between theory and practical is appropriate, despite the difficulties raised by poor temporary accommodation. Where lessons are less successful, teachers are more likely to test pupils' existing knowledge and provide an overly prescriptive framework for practical work. Two main factors in unsuccessful lessons are indiscipline and failure to provide pupils with sufficiently challenging work. The teaching of structures for recording practical work is not always clear to pupils.
101. Teachers pay good attention to developing literacy skills by encouraging free writing, correct spelling and reading. Similarly, numeracy is well integrated into much of the work and quantitative thinking is promoted. Most marking is of a very high quality with useful comments and informative assessments. Homework is usually set and it provides a useful extension to pupils' learning.
102. The management of the department is satisfactory. The courses fulfil all the requirements of the National Curriculum and GCSE and they are taught to a standard that allows access to high levels and grades. The classroom curriculum is good, with a programme of visits and some ecology on Hampstead Heath, but, as yet, with no field courses. There are good systems for assessment which are used well to support individual pupils, set targets and to modify the curriculum. Systems are in place for monitoring teaching, pupils' books and homework. These have been effective in some areas, but the implementation of the good teaching practice, laid out well in the department handbook, requires further development. The work of the department is supported by a technician and her good work, despite the many difficulties raised by the current accommodation arrangements, does much to maintain standards. The resources, apart from the lack of computers and no main library, are adequate. The current temporary accommodation is very poor and has an unfavourable impact on standards.
103. Improvement since the last inspection has been satisfactory. Management of the department has become sound, the choice of GCSE courses is appropriate and there are much better systems of monitoring by the head of department. However, academic standards remain much the same. The department has faced considerable difficulties with poor accommodation and resourcing, but there are now better structures in place to raise standards, although these have not been in place long enough yet to see improvements in national tests.

ART AND DESIGN

104. Attainment at the end of Key Stage 3 is broadly in line with national expectations. Current work suggests that standards are slowly improving. At Key Stage 4, results in GCSE art and design are marginally higher than the national average, with 58.4 per cent of pupils attaining A* to C grades compared to the national average of 51.9 per cent. Pupils' performance in art and design was significantly better than in all their other subjects in the school.
105. Most pupils at Key Stage 3 make satisfactory progress. The majority of Year 7 pupils show interest in the tasks set by their teachers and have acquired basic skills in communicating their ideas through the use of a variety of media and materials. The two-dimensional drawn and painted studies, using pencil, chalk, crayons and paint, are of a satisfactory standard for this age group. Some pupils have acquired the capacity to learn and think for themselves. Most pupils in Year 8 are interested in producing work of a reasonable standard. They are keen to develop their own

ideas and work, with some degree of commitment, at acquiring knowledge and understanding of the subject in conjunction with developing relevant technical skills. They show that they understand what they were doing and want to know how to improve their technical skills. The quality of two-dimensional studies was just satisfactory for pupils at this level in the key stage. By Year 9, many pupils have succeeded in acquiring the necessary skills in the manipulation of two-dimensional media and materials that enable them to convey their ideas to others. Most work with some degree of concentration to acquire new knowledge and skills that can be applied to their art and design work. The overall quality of work produced at this level is satisfactory.

106. Most pupils in Key Stage 3 are able to sustain their concentration throughout the whole lesson. However, there were occasions when a few pupils were talkative and noisy; this had an adverse impact on other pupils' learning. Many pupils demonstrate that they have acquired the capacity to think and learn for themselves.
107. In Key Stage 4, pupils are encouraged to work with a much broader range of media and materials and they achieve well. This is reflected in their silk-screen prints and their constructions made from clay, wood and card. The artefacts that the pupils produce display a conventional approach to art and design and there is little evidence of any use of modern technology, photography or computer-generated design, but, nonetheless, the standard of work in the range of tasks undertaken is good for pupils at this level.
108. Teaching, overall, is satisfactory at Key Stage 3 and good at Key Stage 4. Pupils' work is assessed regularly and detailed records maintained. Homework is used effectively. The curriculum is well planned and provides opportunity for pupils to draw upon their immediate environment as a source of rich material. There is abundant evidence in pupils' work that their varied cultural backgrounds are seen as positive factors in the teaching and learning context.
109. The department is well organised and resources, rooms and equipment are used effectively to stimulate learning. The large size of classes, particularly at Key Stage 3, is having an adverse impact on teaching and learning as some group sizes are too large for the available space in the studios. The accommodation itself needs improvement and re-decoration, as some of the studios are rather 'tired' looking. Resources for art and design are limited. There is insufficient provision for ICT. Pupils do not have ready access to a wide enough range of computers, printers, scanners, digital cameras and appropriate software.

DESIGN AND TECHNOLOGY

110. Standards at the end of both key stages are below average despite the improvements made by the department. The subject's average trend and average points score per pupil in examination results over three years has shown no real improvement. In GCSE results for 2000, only one in twelve pupils gained A* to C grades, which is well below the national average of 50 per cent. In examinations across the school, pupils do better in many other subjects than they do in design and technology. Improvements since the last inspection report in 1996 are very evident and go beyond the initial requirements in many areas, except that of standards in the subject. However, the school recognises that there is still more that can be done. More is now expected of the GCSE A* to C results in the coming year.
111. At the end of Key Stage 3, the majority of pupils' work seen in lessons, the finished products, design folders, books and discussions are below the average expectation for age, but the pupils' achievement in relation to their prior attainment is satisfactory. They can, when making models to meet a specification, identify the different materials for use in a racing car toy or they can list the ingredients needed for a healthy food product. Few, however, distinguish between the quality of their design and manufacture and know how to improve their work.
112. By the end of Key Stage 4, most pupils have acquired a range of practical skills enabling them to make prototype products in resistant and compliant materials of plastic, wood, metal and food. They are handling new technologies such as components in a model pneumatic lift project and can suggest why they have been used. They develop their designing abilities for products in differing

contexts and understand how manufacturing methods influence their ideas as designers. The majority have finished products, design folders and books that display standards which are below the average expectation for age, but their achievement in relation to their prior attainment at the age of 14 is satisfactory.

113. Pupils' achievements in learning are satisfactory across the school. This includes the range of boys with special educational needs. From their low Key Stage 2 entry level into the school, through both key stages, pupils make satisfactory gains in knowledge, skills and understanding. By the time they reach the end of Key Stage 4, pupils are beginning to achieve well. Throughout the school, there are several factors limiting progress for a significant number of pupils, such as basic literacy and the accuracy of numeracy and design skills that are under-developed to meet the needs of the design and technology curriculum.
114. In both key stages, the quality of teaching is generally satisfactory. In one in five lessons teaching promotes high educational standards in Key Stage 3, but one in three lessons in Key Stage 4 is unsatisfactory. The balance of experience and range of teachers' knowledge and understanding is appropriate for the curriculum being taught. In general, teachers explain and demonstrate skills and techniques well, especially graphics and making. They do so in a way that shows what they expect in pupils' work; good quality products and finish, safe working practices, products completed to design specifications and correct use of terminology. In the better lessons, teaching styles are more varied and expectations of pupils are higher, making pupils more responsible for their work at an earlier age by the use of good assessment and plenary strategies. Teachers are also more prudent in the use of their advice, support and evaluative comment. They give pupils sufficient time to wrestle with the problem, whilst timing interventions to avoid frustrations and to advance the learning without inhibiting creativity. The more mature pupils in the subject respond well to this challenge. In lessons not reaching the highest standards, teaching methods and strategies are not well planned. The level of daily lesson planning about the assessment of learning and match with particular pupils' needs is not always explicit. The management of pupils can be unsatisfactory, with poor use of time and resources, in contrast with the general efficiency of the department.
115. The majority of pupils show a satisfactory attitude to learning. They are interested in learning about new technological skills and the designing of modern products, and they display more sustained concentration levels and persevere with their design ideas and product solutions where they have generated the brief. Most behave appropriately, with positive relationships and co-operation shown in sharing equipment and working collaboratively when required. Pupils show respect for adults, but few show personal initiative or take responsibility for innovation.
116. The curriculum meets statutory requirements. The ethos in which the subject is taught is beginning to reflect the school's aims. The scheme of work, medium and long term planning, methods and organisational strategies are systematic and well documented. The curriculum generates a range of appropriate opportunities for modelling, making prototype products and using modern technological skills. Design, mainly through graphics, is beginning to become established across Key Stage 4. The school provides learning in the majority of technological contexts; for example, resistant materials, food, graphics, electrics and pneumatics. Experiences offered through computer aided design and computer aided manufacture are developing substantially. The curriculum is planned effectively and within the constraints of the carousel course arrangements, provides for continuity and progression. Systems for assessing pupils' attainment, targets and progress are effective and should now be used to inform the teaching and curriculum of future improvements.
117. The management of the department is generally effective, although some areas have still to be addressed. The recent, new accommodation now provides a further opportunity to strengthen the focus on improving standards in the subject. The style of teamwork, where all members of the department contribute strategically, ensures a fully co-operative, managed approach to change. Curriculum development is becoming a continuous improvement process built in to the cycle of development planning and there is realism about the implementation of planning priorities. Monitoring of the curriculum, teaching and standards takes place on a regular basis, but has been

insufficiently focused on the improvement of standards. Health and safety are managed well, but risk assessments need to be carried out in a systematic way to identify all hazards.

GEOGRAPHY

118. Standards of attainment are below national averages at the end of both key stages. Although GCSE A* to C grades are below national expectations, the percentage of pupils achieving an A grade has been above national averages. Achievement seen in lessons shows pupils making satisfactory progress.
119. Lessons seen in Key Stage 3 showed pupils gaining geographical skills and being able to use these to interpret data from maps, diagrams and graphs, assimilate this information with notes given by teachers and from texts and to describe and explain geographical patterns and human and physical processes. As pupils' prior attainment on entry to the school is well below national averages this represents satisfactory progress being made by pupils studying geography. While this sets a good foundation for GCSE, the high mobility of the pupil population means that a large proportion of pupils at Key Stage 4 have little geographical background for their studies. In addition many pupils who join the course late speak English as an additional language and thus have difficulty with their English literacy skills. Despite this, pupils make good progress overall. Higher attaining pupils have a sound understanding of human and physical processes; for example, climate zones, development studies and industrial location. Pupils produce an individual investigation for project work for GCSE based on UK and European field study.
120. Pupils' attitude to learning is good at both key stages. Many reflect their teachers' enthusiasm for the subject. Boys work conscientiously in lessons and respond productively to teaching. However, the pupils' enthusiasm to show their abilities is not always matched by their social skills. Their determination to impress the teacher with their knowledge and their competitive spirit can result in noisy classrooms, especially in Key Stage 3. In such lessons, time is lost instilling the social conventions normally associated with learning.
121. Teaching is good overall, with some very good teaching, particularly in Key Stage 4. Teachers generate a positive attitude to the subject and it is a popular choice with pupils. Teachers have good subject knowledge, know their pupils well and are aware of their likely mistakes and misconceptions. They use their examination experiences to good effect to help pupils understand the requirements of the GCSE examinations. Lesson planning is detailed and designed to encourage interest. Presentation is lively; lessons have a good pace, provide challenge and have high expectations of learning. Teachers make good use of the display materials on the walls in classrooms, of worksheets and of well-chosen texts to support learning. A more regular use of video to illustrate teaching would benefit pupils' learning further. Learning is enhanced by consolidation and reinforcement of the main teaching points visually on the board. Pupils' work is marked carefully, although pupils in Key Stage 3 are not made sufficiently aware of the overall level of their work.
122. Literacy is integrated into lessons through a recently introduced project with the learning support department. This project targets both the low literacy indicated by the low prior attainment on entry and the high number of pupils with English as an additional language. Key words are the main focus in Year 7. Teachers from both departments work together in the classroom to ensure the vocabulary is understood and can be applied in context. Pupils also use sequencing techniques, true or false exercises and spider diagrams to help structure writing. At higher levels, the work concentrates on questioning and inference. In Key Stage 4, the literacy inputs continue, with an emphasis on appropriate examination technique.
123. The management of the department is good. An informal daily meeting between the two members of the department forms the basis of management of the subject. Formal meetings take place when needed. Documentation covers general policies and schemes of work have been adapted to meet the needs of the most recent curriculum developments. Teaching is monitored and evaluated by senior managers and is also monitored informally within the department. Accommodation is in specialist rooms, but these have not been upgraded for many years and are drab and poorly

furnished. Wall displays contribute effectively to the learning environment. Resources are generally satisfactory and are well used. However, the department has no ICT provision and this is adversely affecting learning. Other priorities identified for development are appropriate; for example, the plan to increase the amount of residential field study, so that pupils who struggle to complete course work at home can have more support during the residential stay.

124. Since the subject was last reported in detail in 1996 there have been improvements, particularly in the quality of teaching. None seen was less than satisfactory and most was good or very good.

HISTORY

125. Attainment in history in GCSE is low in comparison with national averages, but the proportion gaining an A* to C grade has risen significantly in the last two years, from an average of 11 per cent in 1997 and 1998 to an average of 27 per cent in the last two years. The numbers of pupils taking GCSE history vary, but there has been an improvement in the numbers completing course in the last two years. Attainment is very low when pupils enter the school at the age of 11. As pupils make progress in literacy in Key Stage 3 they gain some historical skills and understanding, but the proportion attaining levels 4 or 5 at the end of Key Stage 3 in teacher assessments remains well below national expectations.
126. Literacy skills have been developed in the history curriculum over the past two years, with a particular emphasis on writing and reading non-fictional accounts. This has raised expectations for many pupils who can now understand and talk about what happened in the past. Pupils of all ability levels in Key Stage 3 can write at length, showing considerable empathy with people from earlier periods of time; for example, in Year 8 'A Day in the Life of a Factory Inspector'. Their basic skills are improved, using key words and historical terms, statement-sorting exercises and writing frames. As a result, they can produce work which is not only narrative, but gives reasons, causes and consequences in order of importance and sequence of time.
127. In Key Stage 4, pupils study the Modern World, covering twentieth century American history from Prohibition to the Vietnam War. A visits programme has been developed this year, including the opportunity for pupils in Years 10 and 11 to visit Berlin and Sachsenhausen concentration camp. Pupils of all abilities who had participated in this visit were articulate and sensitive to the results of Nazi racial theory. For those who relied on visual and written evidence, suitable material for their coursework on The Holocaust had also been enhanced by the study visit. Pupils are encouraged to attend voluntary revision classes during study leave to enhance their results. In these classes pupils were helped to develop their responses to written, visual and graphical evidence of Vietnam and The World at War. The most able pupils were encouraged to evaluate and contribute their own knowledge to extend their answers. They showed good ability to make judgements and detect and interpret bias in new evidence.
128. Teaching in history has many strengths and much is good. Good teaching is characterised by effective planning and teachers' in-depth knowledge of the subject. They use a range of teaching methods and provide appropriate resources for the topic being studied. Good behaviour management and questioning develops pupils' understanding and knowledge effectively. Most lessons end with a plenary session to reinforce the essential content and concepts of the lesson objective. In Year 8 lessons on nineteenth century public health a wide range of resources was used; pupils observed and commented on Victorian cartoons; watched a video clip of a doctor investigating the incidence of cholera in a village; and sorted a selection of their own statements to produce a set of causes for the epidemics. After completing a time line, covering major legislation to prevent further outbreaks, pupils were able to add a section on results in their next lesson and were then required to write an extended account of both cause and consequence for homework. Throughout the school, there are insufficient opportunities within the curriculum for pupils to evaluate sources or reach conclusions on their value and they have not learnt effectively how to interpret events from different points of view. They organise themselves and communicate reasonably well, but have no access to ICT to support their learning.
129. Teachers deal fairly and promptly with the occasional incident of poor behaviour. Positive management of behaviour includes individual praise to those who are working well, but re-direction and reprimand where necessary. In the few lessons where learning was satisfactory rather than good, the pace was slower, so that pupils' behaviour deteriorated and time was taken from learning for the teacher to deal with the pupils who are indicating lack of interest or understanding. In these lessons, work was not well matched to the learning needs of all pupils; for example, higher attaining pupils in Key Stage 3 had to repeat a homework task which others had failed to complete or understand and this did not permit them to make further progress.

130. During the inspection, homework was set and marked, but, although teachers mark work where pupils present this, there are gaps and unfinished exercises in many books, with no evidence of pupils being encouraged to complete their work beyond the lesson. Pupils' work is marked and guidance generally given to help improve answers. The standard of assessment in Key Stage 4 for pupils' practice examination answers is generally in line with requirements. The longer-term assessment of pupils' work and their learning needs is not well developed in Key Stage 3. Although pupils have regular target setting, there is not a clear set of history criteria to judge pupils' current attainment or set goals for the next steps.
131. The management of the department is satisfactory and is well placed to continue the improvements needed, especially for Key Stage 3. The new faculty arrangements are providing close links between history and geography. Pupils are provided with opportunities to enhance their social and cultural development through topics such as child labour across time and between different places. The department is accommodated in shabby classrooms, but teachers are providing positive classroom environments which include good use of display material. However, there is little evidence of pupils' own work contributing to the displays, for example in posters.
132. There has been satisfactory improvement since the subject was reported on in detail in 1996. National Curriculum requirements are now being met and the leadership of the department has improved. Resources to support learning are still insufficient.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The trend in the examination results being achieved in ICT has remained static at a low level over several years. The A* to C grades at GCSE are below the national average and the A* to G grades are well below the national average. Comparison of the A* to C grades for ICT courses in 1999 and 2000 show that pupils do better in other subjects. However, half of the pupils in Key Stage 4 have no official ICT lessons and too few opportunities to be involved with the subject; unless they have access to computer support at home, they are likely to under-achieve. This has led, in the past, to very few pupils being entered for GCSE. The school is now making good progress in increasing the numbers entered for information technology through GNVQ courses. All pupils in Key Stage 3 participate in taught, discrete ICT courses. Since the last inspection, the school has improved the ICT provision and changes have taken place in hardware, software, teacher training and curriculum content. However, some aspects such as coverage of the National Curriculum programme of study in Key Stage 4 are yet to be implemented fully.
134. Pupils enter the school with low standards for 11 year olds. Although their attainment by age 14 is still below the national expectation for their age, they are making satisfactory progress. The pupils in Year 7 found planning a newsletter both stimulating and challenging. In Year 9, database activities are less well understood and the quality of pupils' work is poor. However, many pupils can use ICT to present their work well, handling a range of information and adding graphics.
135. At the age of 16, those pupils who have chosen GNVQ courses are competent at the range of basic skills. They know about and can discuss real world applications of information technology and are beginning to understand the implications for working life. They can by now use ICT to structure, refine and present information in different forms and styles for specific purposes. They are able to explain their exercises, responding well to opportunities to plan and organise their own work, drawing information and views from the Internet, newspapers and media sources. However, a significant number of pupils find it difficult to complete the full range of work required without further teacher support. Additional support sessions are provided regularly and these are helpful to pupils, boosting their progress and achievement in the subject.
136. Achievement for all pupils on ICT related courses, including pupils with learning difficulties, in Key Stages 3 and 4 is satisfactory in relation to their prior attainment, especially for communications and handling information. In aspects of control, measuring and modelling, limited provision hinders progress and attainment. These are the aspects that link most easily to other subjects where the context is suitable for extending pupils' development. For example, science and design and

technology have curricular units of work that give support to ICT skills and competencies, but these are not sufficiently co-ordinated across the subjects.

137. The quality of teaching in the discrete courses at Key Stage 3 and 4 is satisfactory. Teaching is confident, stimulating and knowledgeable about the subject, if occasionally inconsistent. In general, lessons are well prepared with clear objectives, appropriate content and a suitable range of learning activities. Teachers explain the work clearly, set well-structured tasks and have appropriate expectations of the range of pupils. In GNVQ, through reference to topical issues, opportunities are provided for simulations and case study exercises, making good use of 'real world' examples. The balance and range of teacher expertise is more variable in those aspects of ICT in subjects across the curriculum at Key Stage 4. However, in the better lessons teaching strategies are matched well to pupils' needs, with work organised in a range of stimulating ways and taught with enthusiasm; the objectives are achieved; there is appropriate pace to the lesson with well-focused and assessed learning outcomes for all pupils. Rarely, teaching methods are more limited and learning outcomes are less effective for pupils because the management of the learning and the lesson is not planned sufficiently. However, there is sound feedback to pupils about what they know, but the use of assessment to inform the next stage of the teaching is under-developed.
138. Pupils' attitudes to learning are satisfactory. They enjoy ICT to the extent that behaviour is better in most cases than in other lessons and so are relationships. Pupils are interested and sustain high concentration levels, whilst, for example, using spreadsheets. This helps to raise their attainment even on demanding aspects of the subject. A few pupils let themselves down with discourteous behaviour and show a very limited ambition for improvement to their work. On these occasions, teachers spend too much of their time re-focusing these individuals, so the learning for the majority is less effective.
139. The schemes of work meet the discrete course requirements at Key Stage 3 and the examination syllabus at Key Stage 4. Tasks are sufficiently demanding for pupils and teaching ensures that pupils progress and cover the syllabus. Each part of the course is well structured and the course, overall, provides for continuity and progression. The assessment system for GNVQ ensures that marking and feedback focus on achievement and standards rather than merely rewarding pupils for taking tasks through to completion. The course in Key Stage 3 is effective in providing a sound learning scheme for pupils, including the procedures for assessing their attainment. The curriculum in Key Stage 4, through the present arrangements of the contributing subjects, does not provide equality of access and opportunity to the National Curriculum programme of study for all pupils. However, the GNVQ courses in ICT are successful in their provision of ICT education. The school recognises Key Stage 4 cross-curriculum development for ICT as a priority in its improvement plan; it has set itself the challenge of managing the contribution of all the subjects to ICT by 2002 and a refurbishment programme has begun to improve computer facilities.
140. Responsibility for the leadership and co-ordination of the subject throughout the school is shared by several members of staff. These arrangements are not well developed. The future needs of the subject are recognised in the school improvement plan to be implemented over the next year. The school's preferred model of ICT as a support for learning across the curriculum requires a policy and detailed plans to achieve the improvement in curricular access and attainment. Current approaches to planning, monitoring and assessing the delivery of ICT across the school are inadequate to ensure that pupils cover the full ICT curriculum. The range of business support has developed, with GNVQ adding an extra dimension to the provision and providing a more vocational context. The monitoring of teaching and learning is effective and opportunities for staff development are appropriately utilised. The accommodation and learning resources are satisfactory with a computer to pupil ratio of 1 to 9, which is broadly in line with the national average. The staff development programme has matched the demands of the changes that have taken place recently for the discrete courses. However, the needs of most staff across the school remain to be fulfilled.

MODERN FOREIGN LANGUAGES

141. The percentage of A* to C grades at GCSE in French in 1999 and 2000 is significantly below the national average. The average point score for French is significantly below that of other subjects in the school. In Key Stage 3, pupils have the opportunity to study either French or Spanish. In the 2000 end of key stage assessments in French the percentage of pupils reaching national expectations was well below average. However, the standards being attained by pupils currently in Year 9 and Year 11 indicate that, while pupils are still working at levels below national expectations, standards have improved. Pupils have been learning Spanish only since September 2000. Standards of attainment in lessons at the age of 14 are broadly in line with expectations in this language.
142. In a Year 7 Spanish lesson, pupils used the language well with good pronunciation, repeating and understanding key expressions about houses, which then enabled them to go on and describe different types of living accommodation. They can write several short sentences in correct Spanish. In Year 9, pupils learning Spanish understand detail from dialogues spoken at normal speed and write longer pieces of Spanish, including personal details and description. In a Year 10 French lesson, pupils listened to dialogues in a restaurant and picked out details in the language which they repeated with quite good pronunciation.
143. The quality of pupils' learning is linked directly to the quality of the teaching, which is almost always satisfactory and in one case good. Teachers' own knowledge of the language, when used consistently, provides a good model for the pupils to imitate. In the best cases, clear learning objectives shared with the pupils, together with clear expectations of behaviour and work, give pupils a secure framework in which their learning can progress. Simple resources are used to good effect and support is given to weaker pupils. A crisp pace and focused activities are built into lesson planning to ensure that pupils learn effectively. However, in a few cases in French, learning is unsatisfactory when inadequate planning results in a slow pace in the lesson, pupils are given insufficient opportunity to practise speaking the language and they hear too much English in class. On occasion, learning objectives are not sufficiently matched to the prior attainment of some pupils.
144. At both Key Stages 3 and 4, pupils' achievement is satisfactory and pupils make sound progress compared with their own prior attainment. They build on and develop their knowledge and understanding of the language being learnt and consolidate the skills required to communicate. Pupils with special educational needs make satisfactory progress and are supported well in class by teachers, learning support staff and the French language assistant. Pupils' attitudes towards learning a language and their behaviour in class is satisfactory in a majority of cases, where they work well with one another and the teacher and support each other's learning in a constructive way.
145. This area of the curriculum is well managed and well-documented and thorough schemes of work are in place, although these are now in need of revision. Priorities for development have been identified and a new colleague is being inducted and given good support. Systems for assessment of pupils' work are good and marking of work is supportive and helpful, providing good feedback to pupils about their work and setting targets for them to improve it. Staffing has been a problem for the department since last September when the present head of department took over; the lack of a permanent second appointment has seriously affected achievement in some classes. There is no opportunity for pupils to use ICT as an enhancement of their language learning at present.
146. Improvement since the last inspection is satisfactory. There is now better progress across Key Stage 3. The quality of learning has improved and is now satisfactory in a larger number of lessons. The quality of teaching has also improved significantly from 1996, when it was unsatisfactory in two thirds of the lessons observed.

MUSIC

147. The previous head of the music department and only teacher of music left the school at the end of the spring term 2001. As it was not possible to recruit a suitable supply teacher for the summer term, timetable adjustments were made so that pupils in Key Stage 3 study drama in place of

music until a new teacher joins the school at the beginning of the academic year 2001/02. However, lessons are continuing for Key Stage 4 pupils with a temporary teacher. As a result, the evidence base is very limited, sufficient only to make some observations about pupils' attainment in Key Stage 4, but insufficient to judge attainment at Key Stage 3 and the quality of teaching and learning for the subject overall.

148. Year 7 and 8 books contain evidence that pupils have been involved in some practical work and have composed pieces, using ICT. There are some listening and notation exercises and notes about music from different genres and traditions. However, much of the material consists of copying notes, with very few examples of independent learning. No books were available for Year 9 and there are no recorded examples of pupils' performances and compositions for this key stage.
149. A small number of pupils take GCSE music each year; results are well below national averages. The predicted grades for the pupils taking the examination this year are in line with previous outcomes, with none expected to achieve at grades A* to C. Some composition work is available on disk and tape, showing basic understanding of musical processes, but at a level well below national expectations. There is little work in pupils' folders to demonstrate the level and range of pupils' musical knowledge and understanding. Discussions with pupils indicate that they have some knowledge of musical processes and technical terms, but at a rudimentary level. There are no assessment records for pupils at either Key Stage 3 or Key Stage 4.
150. There are detailed schemes of work for Key Stage 3, divided into manageable units, with full coverage of the requirements of the National Curriculum and level descriptors for the use of ICT in music. There is considerable improvement in this aspect of planning since the subject was reported on in detail in 1996. There are, however, no schemes of work in Key Stage 4.
151. Extra-curricular activity is provided by the Yamaha Music School in the form of out-of-hours keyboard lessons given by a trained Yamaha tutor. This provision encompasses twenty Holloway pupils and thirty pupils from neighbouring primary schools as well as a few adult learners. Another project, 'Education Partners in Islington and Camden', introduces primary school children to the facilities of Holloway School's music department, but is in abeyance for the current term.
152. Since the last inspection, there have been considerable improvements to the department's resources and accommodation. Music is housed in a purpose-built block, with a number of large and small spaces, allowing for classroom and ensemble work. The Yamaha Music School provides good quality keyboards and the school possesses Atari computers for use at both key stages. There are, in addition, good quality classroom percussion instruments and a drum-kit. However, there are no CD or tape resources and books and singing materials are in short supply.

PHYSICAL EDUCATION

- In lessons, standards in games reached by 14 year olds are fairly typical for their age. This represents an improvement since the 1996 inspection. In the course that all pupils follow in Years 10 and 11, standards reached in games by 16 year olds continue to be typical for their age.
153. Pupils' achievements in relation to their capabilities are as expected. By the end of Year 9, pupils' general cricket skills and techniques are secure; for example, accuracy of throwing and overall catching techniques. However, in fielding, techniques such as the use of the long barrier are rarely used. The better performers bat well, but the less competent have a limited range of batting strokes and a few are not yet using the correct grip effectively. By the end of Year 11, pupils play a good range of strokes in table tennis with many, for example, successfully applying different types of spin. However, many pupils are not yet using the correct service technique, nor are they effective in their use of footwork. This then inhibits the effectiveness of their stroke play in terms of accuracy and power.
 154. Pupils have a secure understanding of the principles and procedures of warm-up. They often lead parts of the warm-up exercises and suggest, under the teachers' guidance, stretches that are appropriate to the activity they are following. Although no pupils identified as having special

educational needs were observed with additional help, they are well supported, integrated and make satisfactory progress. All groups of pupils, including those from ethnic minorities, make satisfactory progress in line with their capabilities.

155. In Years 10 and 11, pupils have the opportunity to follow the GCSE physical education course. Although the proportion of pupils achieving A* to C grades improved after the last inspection, since 1998 the proportion of pupils achieving these grades has fallen and remains well below national averages. In 2000, 24 per cent of pupils obtained A* to C grades, which represents satisfactory achievement in terms of their prior attainment and compares well to other subjects.
156. In their theory lessons, Year 10 pupils are developing well their knowledge and understanding of diet and nutrition. In a Year 11 revision lesson, pupils were successfully consolidating their knowledge and understanding of the skeletal system, as a result of well-structured and resourced teaching. However, a scrutiny of pupils' theory folders shows that there is incomplete and missing work, so that many have not made the overall progress they should have over the two year course.
157. The quality of teaching and learning is satisfactory overall. It is good in one quarter of lessons and no unsatisfactory teaching was observed. Pupils are generally responsive to the teachers' high expectations in terms of behaviour and discipline and co-operate well as pairs or small groups, usually showing respect for the capabilities of one another. This all helps promote a positive learning atmosphere in which all can make progress. In a Year 8 cricket lesson, for example, pupils responded well and were eager to consolidate their throwing and fielding skills. However, in a Year 10 cricket lesson, the immature and disruptive behaviour of a significant number of pupils affected not only their own learning, but also that of many other pupils in the class.
158. Teachers' good knowledge and understanding lead to well structured lessons with a variety of planned activities, clear instructions and effective breakdown and demonstration of skills. This clarity also ensures that pupils are aware of what is expected of them. This was effective in a Year 9 cricket lesson when pupils were developing their fielding skills. Teachers are generally effective in their use of questioning. In a Year 8 cricket lesson, for example, this allowed the teacher not only to establish what pupils knew and understood, but also enhanced their speaking and listening skills. Pupils who found difficulty in expressing their ideas were encouraged to demonstrate and this ensured that all were involved. Pupils are also made aware of their capabilities in practical lessons, because teachers circulate well and offer praise and constructive criticism throughout.
159. In a few lessons, however, there was little sense of urgency at the start. Pupils' punctuality and, in some cases, slowness in changing are not helpful in this respect. Some pupils find it difficult to conform to day-to-day practices and have to be challenged about wearing hats and jewellery, which again takes up teaching time. As at the time of the last inspection, time is not always used efficiently in Years 7 to 9. The pace of these lessons often seems leisurely because only one activity is taught in the long two-hour double lessons. Because all pupils tend to do the same activities and exercises, the better performers are not always being as fully stretched as they should be. Most practical lessons tend to be task orientated; thus, pupils are given insufficient opportunities to be involved in the coaching and evaluation of one another, as a means of further deepening their knowledge and understanding of the activities being taught.
160. The marking and monitoring of Year 11 GCSE theory work is very poor. Inspection evidence shows, for example, that work has simply not been marked and that exercise books have not been used since last September. There has been no comment on unfinished work and pupils have not been made aware of what they need to do to improve. In contrast, although the quality of the teacher's comments is variable, Year 10 GCSE theory work is at least marked consistently. The new National Curriculum assessment levels have been introduced, but there is no collation of data obtained, for example, in swimming in Years 7 to 9. Nor is there any systematic analysis of GCSE results to establish how well different groups of pupils are achieving.
161. Lack of on-site athletics facilities means that statutory requirements are difficult to meet, particularly in Years 10 and 11. The department has introduced interim schemes of work to meet the new requirements of the National Curriculum, but has, as yet, no policies on the teaching of

basic skills. The range of extra-curricular provision throughout the year is very wide and includes competitive as well as recreational activities. These all broaden pupils' learning experiences. As a result of the continuing enthusiasm of teachers, teams have achieved district cup success in association football and the Year 10 team is currently the Inner London cup holder. A number of individuals have gained representative honours at district level in association football, athletics and table tennis and one individual represents London schools at cricket.

162. The quality and range of on-site accommodation are unsatisfactory. The gymnasiums and changing rooms are tawdry, unwelcoming and in need of refurbishment. Risk assessments have yet to be completed. Strategic planning lacks systematic reference to improving the quality of teaching and learning. Nevertheless, the recently appointed head of department's leadership and management of the subject are developing well. There has been satisfactory improvement since the last inspection.

RELIGIOUS EDUCATION

163. The provision for religious education is unsatisfactory and standards are well below those set out in the local agreed syllabus followed by the school. Pupils arrive in school with a wide variation in their understanding of religion. Currently, religious education is taught only in Key Stage 3 and pupils of all ability make unsatisfactory progress.

164. Pupils' knowledge of the practices and main beliefs of the major religions found in our society is low. A group of Year 9 pupils who were considering the subject of euthanasia had a very confused understanding of basic Christian beliefs. Their ability to recognise the importance of symbolism in religion and use appropriate religious language is also weak. A group of Year 8 pupils considering the subject of pilgrimage had difficulty in associating religious places of worship with the religions they were looking at. They have a limited understanding of religious festivals and ceremonies and do not fully appreciate the importance of these events in enriching a person's faith. Pupils are sensitive to the beliefs and life styles of others. They recognise the importance of religious faith in providing a framework of values to live by, but, when considering the teaching of religions on these issues, the lack of a firm foundation of knowledge hinders their discussions.

165. There is currently no religious education for pupils in Years 10 and 11. The school is in breach of statutory requirements. Last year, a group of sixty pupils, with the support of the school, voluntarily completed the short course GCSE in their own time. Thirty four per cent of pupils entered achieved very creditable grades A* to C. A similar group is following the same route this year.

166. The quality of teaching is at best satisfactory. Currently the subject is taught by a teacher who temporarily took responsibility for the subject in October, but is not a subject specialist. Whilst being good at dealing with the moral and social issues that are covered, his understanding of the subject and the methods required to teach religious education is less-developed. Coupled with poor resources and limited teaching aids, the quality of learning is unsatisfactory. Often lessons lack pace and vitality and, consequently, pupils become bored and restless. A lack of stimulating differentiated learning materials means that many pupils are not sufficiently challenged. Written work lacks depth and is poorly presented. Pupils are quick to respond in discussions, but their lack of knowledge means that discussions are often very subjective.

167. Although the curriculum at Key Stage 3 is broadly in line with the requirements of the local agreed syllabus, it lacks depth and clear structure. However, there is no provision for visits to places of worship. The curriculum is not clearly linked to assessment procedures which means that the progress of pupils is not accurately monitored. Written work is marked and grades for effort given, but there is a tendency to be overgenerous in grades. Pupils are not aware of their levels of attainment and reports to parents do not give an accurate picture. The management of the subject is unsatisfactory.

168. Progress since the last inspection is unsatisfactory. The school is planning to address the provision of religious education at Key Stage 4 for the coming academic year. Should the staffing

situation remain unsolved then training for those teaching the subject and the provision of better resources must be addressed.