

# INSPECTION REPORT

**GURU NANAK SIKH SECONDARY SCHOOL**

HAYES

LEA area: HILLINGDON

Unique reference number: 131928

Headteacher: MR RAJINDER SINGH SANDHU

Reporting inspector: Dr Barbara Hilton  
3228

Dates of inspection: 27 - 31 January 2003

Inspection number: 249589

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:	Voluntary aided
Age range of students:	11-18
Gender of students:	Mixed
School address:	Springfield Road HAYES Middlesex
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Telephone number:	020 8573 6085
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Appropriate authority:	Governing body
Name of chair of governors:	Sant Baba Amar Singh Ji
Vice-chair of governors:	Councillor Peter Ryerson
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3228	Barbara Hilton	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>b) Students' attitudes, values and personal development (sixth form)</p> <p>How well are students taught?</p> <p>How good are the curricular and other opportunities? (Years 7-11)</p> <p>How well does the school care for its students (sixth form)</p> <p>How well is the school led and managed?</p> <p>Staffing</p> <p>What should the school do to improve further?</p>
9561	Husain Akhtar	Lay inspector		<p>How high are standards?</p> <p>c) Students' attitudes, values and personal development (Years 7-11)</p> <p>How well does the school care for its students? (Years 7-11)</p> <p>How well does the school work in partnership with parents?</p> <p>Inclusion</p>
23588	Charanjit Ajitsingh	Team inspector	History Punjabi (including the sixth form)	
8076	Terence Bendall	Team inspector	Design and technology	Accommodation and learning resources

8216	Geoffrey Binks	Team inspector	Geography Special educational needs English as an additional language	
11838	Derek Cronin	Team inspector	French	How good are curricular and other opportunities (sixth form) How well is the sixth form led and managed? (sixth form)
17887	David Daniels	Team inspector	Science Chemistry (sixth form)	
11672	Peter Harle	Team inspector	Art Music	
8052	Kenneth McKenzie	Team inspector	Information technology (including the sixth form)	
19925	Margaret Price	Team inspector	Mathematics (including the sixth form)	
1795	Joyce Sanderson	Team inspector	English (including the sixth form)	
14446	Barry Simmons	Team inspector	Physical education Citizenship	

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Students' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>ANNEX: THE SIXTH FORM</b>	<b>12</b>
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>14</b>
The school's results and students' achievements	
Students' attitudes, values and personal development	
<b>HOW WELL ARE STUDENTS TAUGHT?</b>	<b>17</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO STUDENTS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS STUDENTS?</b>	<b>22</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>24</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>25</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>28</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>29</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4</b>	<b>35</b>
<b>PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM</b>	<b>54</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Guru Nanak Sikh Secondary School is the only maintained Sikh secondary school in the country (and Europe). It was established as a Voluntary Aided school in 1999, incorporating Guru Nanak College which had been independent since its inception in 1993. This comprehensive 11-18 secondary school is much smaller than most, with a total of 346 students, including 46 in the very small sixth form. Boys and girls are about equal in number. About half the students enter in Year 7 from Guru Nanak Sikh Primary School, which shares the same site, and the rest come from about 20 primary schools elsewhere in Hillingdon and nearby boroughs. Students are nearly all bilingual in Punjabi and English; they all speak English fluently. Students' attainment on entry in Year 7, while wide-ranging, is a little below average overall, although the proportion of students with special educational needs (13.3 per cent) is below the national average and only one student has a statement. The two students with more pronounced special educational needs have language and learning difficulties; one has a statement of his needs.

With very strong support from local Sikhs the school has grown rapidly since 1999, when there were only 85 students, and there are plans to enlarge further. The proportion of students eligible for free school meals, at just over nine per cent, has trebled over the last four years and is within the average range. As a faith school, religious education (Sikh studies) was inspected separately, at the same time as this inspection.

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

This is a very good school: students achieve very well because they are very keen to learn and taught well in a harmonious environment. GCSE results are well above average. Sixth form results match national expectations and are improving. The ethos is strongly positive, underpinned by the shared values of the Sikh faith and excellent leadership by the headteacher. Teachers are very dedicated and have high expectations. The school is very well managed and provides very good value for money.

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

- Students achieve very well across a wide spread of subjects: GCSE results are well above average.
- Students are highly motivated; they search for learning and participate well in all activities provided.
- The spiritual dimension is outstandingly good, with harmonious relationships and development of values of respect, honesty and commitment to helping others.
- Teaching is consistently good; all staff are concerned to help each individual and students respond by learning well.
- Leadership by the headteacher is outstandingly good, supported by strong teamwork among the senior team and all staff, and governors.
- Highly effective partnership between the school, parents, students and Sikh community has helped the school to establish itself and supports the academic and personal development of students.

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

- Consistency of planning and monitoring arrangements across the school.
- Aspects of accommodation and the quantity of library books.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

This is the first time the school has been inspected, so progress since the last inspection cannot be evaluated. However, since coming within the maintained sector the school has greatly improved. Results are much better. The curriculum is much better planned and taught. Very strong leadership and management and the influence of Sikh values have continued to provide a very positive ethos for learning. Improved funding arrangements, much better buildings and computer resources have greatly improved the learning environment. The capacity for further improvement is good.

## STANDARDS

The table shows the standards achieved by students at the end of Year 11 and students at the end of Year 13 based on average point scores in GCSE and A-level/AS-level examinations. No grade was given for sixth form results in 2000 because so few students took examinations. The grade for 2002 has not yet been issued.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
GCSE examinations	C	A	A	A*
A-levels/AS-levels	N/A	E	N/A	

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Students, nearly all of whom are bilingual, achieve very well at Guru Nanak Sikh Secondary School. Attainment on entry in Year 7, while wide-ranging, is a little below the national average. By Year 9 their overall results in National Curriculum tests in core subjects (English, mathematics and science) are well above average relative to all schools nationally, and above average relative to schools with similar proportions of students eligible for free school meals. Achievement is also very good across Years 10 and 11: GCSE results are well above the national average and very high (in the top five per cent) relative to similar schools. In 2002, all students gained at least five GCSE subjects, which is a very high proportion. Students progress well in lessons throughout. Standards at the end of Year 9 match national expectations and are higher than this in core subjects, information technology and citizenship. By Year 11 standards are above average and well above average in art. Results have improved markedly over the last three years. The school sets suitably challenging targets for results; teachers and students work keenly to raise standards. Results in English improved substantially in 2002, in response to better curricular planning, and were well above average, as were results in mathematics and science. GCSE results in most other subjects are above average and in 2002 were high in design and technology and art, but below average in music and well below in business studies, in which students are doing much better now, as a result of improved teaching. Strong emphasis on improving literacy helps students in all their subjects. Students with special educational needs achieve very well, in line with the rest. Both boys and girls do much better at GCSE than boys and girls nationally; boys do particularly well. Indian students achieve better than at any other school in the LEA.

Students' performance at the end of the sixth form is better than indicated by the grade shown for A/AS-levels alone because they also take vocational qualifications. A/AS-level results improved markedly in 2002 because the results of girls rose to match the national average and boys' were also better. When vocational qualifications are taken into account the results in 2001 and 2002 were only a little below the national average, and reflect good progress across the sixth form. A2-level results in Punjabi and chemistry are both very good. Results in information and communication technology dipped in 2002 but students are in line to do much better, because of improved teaching and resources. Students' progress in the key skills of communication and application of number is good.

## STUDENTS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Students are highly motivated and approach work enthusiastically.
Behaviour, in and out of classrooms	Excellent. Students are considerate and courteous towards each other and adults.



Personal development and relationships	Students respond excellently to all the opportunities offered and develop mature and thoughtful attitudes to their work and others. Relationships are excellent.
Attendance	Very good in the main school and good in the sixth form. Students like coming to school.

The school is a very orderly community, with a calm and purposeful atmosphere in which both Sikh and non-Sikh students feel safe, secure and valued.

## TEACHING AND LEARNING

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

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

Teaching and learning are good throughout the school. In over one third of lessons observed teaching was very good (occasionally excellent) and it is hardly ever unsatisfactory. Learning follows a similar pattern. Students gain in depth and understanding of their knowledge and skills. They are keen and learn to search for and take responsibility for their learning. In lessons, boys and girls learn equally well. Teaching is very good in English, where it is very well planned, and good in mathematics and science. Teachers are highly dedicated and use their knowledge well to help students understand. Expectations are high. Students respond well, are highly motivated and learn enthusiastically. Planning is good and includes a suitable range of activities. Students' practical skills in science and their computing skills are improving rapidly, with better teaching and resources. In lessons, teachers guide students' progress using questions and helpful comments, but in marking opportunities are missed to inform students of how they are achieving relative to national standards, and little separate attention is given to more able students. Students with special educational needs are helped through very effective literacy provision and more detailed planning is satisfactorily in place for the two students with more pronounced needs.

Teaching and learning in the sixth form are good and share many of the features evident in the main school. Strengths include teachers' very good management of their classes, so they work in partnership with their students, effective use of their knowledge to raise students' understanding and good use of resources. Students develop very good work habits. They are conscientious and develop good independent learning skills. In some small classes discussion depends too heavily on the teacher, when better exchange could sharpen ideas and deepen students' understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad, balanced and well-planned curriculum enables students to achieve well. All study two modern languages (French and Punjabi) and double-award science.
Provision for students with special educational needs	Good. Students achieve very well because teachers adapt work to meet their needs and literacy provision is good. Systematic planning to meet their needs in other subjects is an area for development.
Provision for students with English as an additional language	Good. The English department has very good understanding of the needs of bilingual students and provides well for them. Bilingual staff understand the context in which students are learning and strengthen the partnership with home.

Provision for students' personal, including spiritual, moral, social and cultural development	Excellent: spiritual and moral development are outstandingly good, enriched through the school's religious and cultural foundation. The commitment of all to the Sikh values of trust, respect and <i>sewa</i> (selfless service to others) is a very positive influence.
How well the school cares for its students	The school is a very caring community. Students are known very well individually, and participate in decision-making through the school council. New assessment arrangements strengthen the guidance they receive on their academic progress.

The school enjoys a purposeful and constructive partnership with parents; they have contributed hugely to its success. Monthly surgeries enable parents to keep up-to-date with changes and influence its work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher and strong teamwork among senior staff have enabled the school to grow and establish itself within the maintained sector and students to achieve very well at GCSE and in terms of personal development.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They are outstandingly supportive and successful in shaping the school to reflect the wishes of the local community and enable students to make the most of themselves.
The school's evaluation of its performance	Overall evaluation of results and students' personal development is good, assisted by review by the LEA. Monitoring arrangements are improving in detail and frequency now the school has effective information systems in place.
The strategic use of resources	Very effective use is made of resources. The school is assiduous in seeking best value.

Commitment to succeed among school staff, governors and the wider community is powerfully strong. In developing the school as a faith community the role of chair of governors, Sant Baba Amar Singh Ji, as a spiritual figurehead, and the vice-chair of governors in managing responsibilities on a day-to-day basis, have been vital. Inspectors found progress being made in most aspects of the school development plan, which is extensive, but in areas there are inconsistencies or progress is recent. As the school grows in size planning and monitoring arrangements, already introduced, are becoming established. The school is well staffed in terms of numbers of teachers and adequately, in terms of support staff. The school has had difficulties in appointing a suitably qualified teacher for food technology. Teamwork is strong: administrative, catering, learning support, library, premises, technical and welfare staff all contribute, with teachers, to the school's very positive ethos. New computers greatly enhance opportunities for learning but there are not enough books in the library. Recent refurbishment has greatly improved the learning environment which is pleasant and business-like. General areas are good but several aspects need improvement. Both the gymnasium and outside hard play areas are unsatisfactory. No space is available for drama or for the teaching of graphics. The music room is too cramped. Senior and administrative staff have to work in overcrowded conditions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school and achieve well.</li> <li>• Expectations are high and teachers are very helpful.</li> <li>• The great respect and trust they can place in the headteacher; he is always approachable.</li> <li>• The values and personal qualities the school develops.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities could be wider.</li> <li>• The information they receive on how their sons and daughters are progressing.</li> </ul>

The inspectors found the school provides a fair range of extra-curricular activities, in which a significant number of students participate. Inspectors feel this could be augmented and that this will happen as the school grows. Already, teachers give generously of their time helping students individually and in revision classes. Compared with most schools, inspectors found the school's end-of-year reports provide good information about students' progress, their personal development and standards attained. Parents also have good opportunities for discussing their children's progress, at planned meetings and by visiting the school.

## INFORMATION ABOUT THE SIXTH FORM

The sixth form is very small, with 46 students, but growing as the size of the school increases. The characteristics of the sixth form are similar to those of the main school. While overall the proportions of male and female students are broadly similar, notable differences occur in the composition of years, so that Year 12 is mostly male and Year 13 is mostly female. In 2002, 74 per cent of Year 11 students progressed into the sixth form and the rest continued their studies at other local schools and colleges. Entry requirements for A-level GCE courses were introduced for the first time in 2002 (5 GCSE subjects at grade C or above). In recent years the subjects offered have mainly been the sciences, mathematics, information and communication technology and Punjabi. The school does its best to accommodate the wishes of students and the choice is widening, as the sixth form grows.

## HOW GOOD THE SIXTH FORM IS

The sixth form is successful and cost-effective in enabling students to gain qualifications and progress to university. Standards observed at the inspection matched course expectations and reflected well on students' earlier attainments. Teaching and learning are good; students are helped to make the most of themselves, both intellectually and personally.

### Strengths

- Students' achievements, especially in the sciences and Punjabi.
- Learning, which is consistently good and supported by teachers' high expectations and the help given to individuals in all subjects.
- Excellent relationships which enable the students to develop self-confidence and take responsibility within an ethos of high achievement and respect.

### What could be improved

- Range of learning opportunities, both subjects offered and enrichment opportunities.
- Student facilities for private study and recreation.

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

## THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

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

Curriculum area	Overall judgement about provision, with comment
Mathematics	<b>Satisfactory.</b> Teaching is good so students achieve well in lessons. Examination results are broadly in line with those nationally.
Chemistry	<b>Good.</b> Students are keen to learn and achieve good results at A-level and on the vocational course in response to good teaching.
Information and Communication Technology	<b>Good.</b> Recent improvements in resourcing and teaching enable the students to learn well. They are in line to achieve results which match the national average although recent results have been below average.
English	<b>Satisfactory.</b> Students learn well in lessons in response to consistently good teaching. Results are satisfactory: all students pass although few high grades are achieved.
Punjabi	<b>Good.</b> Very good teaching and relationships enable the students to learn well. Results are above the national average.

Inspectors also sampled examined courses in biology, physics, design and technology, business studies and art. Teaching was good throughout and learning generally matched this, except in physics, where students' learning was directed by three teachers, and learning was only satisfactory overall. Students are achieving well and in line to pass their courses. Good standards were observed in physical education (an enrichment opportunity) and in personal, social and health education, and in both students are achieving well because they are well taught.

### OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	Students' progress is monitored regularly; their individual aims and needs are understood very well. Staff are very helpful in enabling them to reach their goals.
Effectiveness of the leadership and management of the sixth form	Leadership and management of the sixth form are good. The sixth form co-ordinator and the two form tutors are well supported by the school's consultant to form an effective team. Clear strategic direction for the expansion of the sixth form is shared by parents and governors.

### STUDENTS' VIEWS OF THE SIXTH FORM

What students like about the sixth form	What they feel could be improved
<ul style="list-style-type: none"> <li>• They are taught well and challenged to do their best.</li> <li>• Teachers are accessible. They provide very good academic and personal support.</li> <li>• The way they are treated.</li> <li>• Advice and guidance on what to do after they leave school.</li> <li>• The choice of courses suited their talents and career aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• Facilities both for independent study and for recreation time.</li> </ul>

The inspectors found that for the sixth form, as well as the main school, the school provides a fair range of extra-curricular activities, supplemented by support for individuals. These activities could helpfully be extended to enrich and broaden students' learning experience. Inspectors agree with students' concern about space, both for learning drama and for sixth form recreation and private study.

### COMPARING PROVISION IN SCHOOLS AND COLLEGES

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

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and students' achievements**

1. Students' achievements at the end of Year 9 in National Curriculum tests in core subjects: (English, mathematics and science) are very good: their overall results have been well above the national average for the last three years. Over that time results in English have improved markedly and science a little. In 2002, results in English were well above the national average and in both science and mathematics they were above average. In mathematics the results dipped in 2002 (after two good years); they were affected by staffing changes which are now resolved. It is anticipated results will pick up again in 2002. In lessons and work seen during the inspection attainment in English, mathematics and science was in line with results and assessments at the end of Year 9. Standards are higher in the core subjects, and in citizenship and information and communication technology, than in other subjects at the end of Year 9. Inspection evidence is that standards match national expectations in nearly all other subjects. (The exception is physical education, where both inspection evidence and teacher assessments show below average standards. However, there are signs of improvement in physical education and it is anticipated that by the time younger students reach Year 9 their attainment will match national expectations.) Teacher assessments in other subjects are about average, except in French (well above average), music (below) and design and technology (well below average). Several factors have led to this variation. The year groups have been small until recently so fluctuations tend to be exaggerated. Staff changes and lack of familiarity with assessment criteria have led to uncertain gradings. Better curricular planning to provide the National Curriculum means that students now have a more secure foundation from Year 7 on which to build their progress. In lessons students learn and progress well. Their keenness as learners and targeted support by teachers help them to achieve very well overall in Year 9 national tests.
2. Students continue to achieve very well across Years 10 and 11. In 2002, their results in General Certificate of Secondary Examinations (GCSE) in English, mathematics and science were well above the national average and very high relative to similar schools. Results in most other subjects were above average and in 2002 were high in design and technology and well above average in art and French, but below average in music and well below in business studies. Inspection evidence is that attainment is above average overall and well above average in art. In music, standards (also about average) are better than examination results suggest and in business studies (being above average) they are much better: in each case because of improvements in curricular planning. Standards in French, while average, are lower than GCSE results would indicate. Students do not seem to enjoy learning French but rise to the challenge of GCSE and respond well to preparation for examinations, which is very effective. In lessons, girls and boys achieve equally well overall. Virtually all students, including those with special educational needs and those starting with low levels of literacy and numeracy, take ten or more subjects at GCSE. Results, which are very good, indicate that all achieve very well across this broad spread, but relatively few of the highest grades (A\*, A) are achieved. Students who are gifted and talented are not separately identified. Providing them with opportunities to excel further is an area for development.
3. Students make very good progress in literacy as they progress through the school. The effective co-ordination of literacy across the school by the English department assists students, many of whom start in Year 7 with fairly low attainment, to progress very well in reading for understanding and in writing, as well as in speaking and listening. By the end of Year 11, students have good vocabularies and their writing is well structured. Spelling and punctuation are good. Virtually all bilingual students speak English fluently. From time to time they miss the sense of colloquial phrases but English teachers are aware of possible pitfalls and alert them to nuances. (More is reported about literacy in the section on English.) Students also progress very well in numeracy. This is effectively taught in mathematics but there is no co-ordinated approach across the school, so opportunities in other subjects to reinforce learning are missed. Students are rapidly acquiring a good range of information and communication technology skills. Improved curricular planning because of new management and very good new resources provide many opportunities for

students to practise their skills. (More is written about numeracy and the application of computer skills in report sections on mathematics and information and communication technology.)

4. The school makes effective use of challenging targets to improve overall results. Both boys and girls do much better at GCSE than boys and girls nationally; boys do particularly well. The only subjects in which girls do better than boys are history and Punjabi. Numbers of students taking examinations have been low until recently and little statistical significance can be attached to the differences between boys and girls. The overall trend is of improvement, which is marked at GCSE. School performance is among the best in the local education authority (Hillingdon) and Indian students do better here than at any other school in Hillingdon. Inspection evidence is that the few students who come from other backgrounds achieve as well as the rest. About three quarters of Year 11 progress onto the sixth form and the rest continue their studies at other local schools or colleges.

### **Sixth form**

5. Achievement in the sixth form is good, and results are improving. Analysis by the local education authority shows that students do well relative to their earlier examination scores, and the school's sixth form results in 2002 were at the top end of those in Hillingdon. In 2001, results for the General Certificate of Education examinations at advanced and advanced subsidiary (A and AS) levels were well below average, but when vocational qualifications are taken into account the results of boys were a little above the national average, and overall results are below, rather than well below, average. Sixth form results in 2002 were overall a little better than in 2001 because in 2002 girls achieved particularly well both in A/AS-level examinations and vocational qualifications. However, numbers in the sixth form are small and so these shifting patterns are inevitable and may not be significant. In general, students pass their A/AS-level subjects and do better at A2-level than AS-level. The best results are usually in science subjects (chemistry especially) and Punjabi. While students usually pass their examinations in English and mathematics, few high grades are obtained. Results in biology match national averages. Results of the Advanced Vocational Certificate of Education (AVCE) in science were above average in 2001, but not quite as good in 2002. Results for information and communication technology, at A-level and AVCE, have been very mixed (both very high and low) over the last two years. With improved curricular planning now established by the recently appointed head of department and much better resourcing, results are anticipated to be more consistent and good.
6. Small numbers of students resit GCSE examinations in the sixth form and generally improve their grades. Their success rate is high in science and computer studies: all gain grade C or better. Results are more mediocre in English and mathematics; nearly all gain a GCSE grade G or better but under half gain a higher grade (A\*-C).
7. Inspection evidence is that standards in lessons, while broadly in line with course expectations overall, are above expectations in science and well above in the small art, and design and technology, classes. In English, students are in line to pass their A/AS-level examinations but may not achieve the highest grades; standards are a little below average. Standards are in line with expectations in mathematics and also in physics. The school has strengthened teaching arrangements in physics because recent results have been low. In lessons students are progressing well. This is particularly commendable because virtually all students who start the sixth form complete their courses, hardly any drop-out occurs, and all progress onto university.

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

8. Students' attendance and attitudes to work are very good and their behaviour is excellent. These are significant strengths of the school and major factors contributing to the high standards achieved.
9. Students like school and display very positive attitudes towards work and their learning. They are eager to come to school, and involve themselves enthusiastically and very effectively in the activities offered, including those for their personal development. They arrive promptly to lessons and settle quickly. Self-motivation is a feature of most lessons. Students listen attentively, interest and concentration are well sustained, and enjoyment and involvement in learning are

evident across most subjects and throughout the different age groups. Students show a clear desire to improve their performance, rise to challenging tasks, and take pride in their finished work. This may be the grammar work in English, drawing still life in art, understanding the structure of the heart in science or developing the school mediation programme, through which they can support other students who feel vulnerable. The only subject students do not warm to is French; they tend to give priority to core subjects and find learning a third language hard. In general, however, students collaborate effectively when engaged in group work; they listen carefully to each other's ideas and opinions, and express their own ideas with confidence. In a Year 10 English lesson, a sense of purpose and collaboration was evident when students read one another's drafted horror stories to comment and proofread. These positive features of students' personal development are evident in all groups of students, including boys, girls and students who need any educational support.

10. The school is a very orderly community, with a calm and purposeful atmosphere in which both Sikh and non-Sikh students feel safe, secure and valued. Behaviour is excellent both in and out of the classroom and in all aspects of school life. In a Year 10 science lesson, students' excellent behaviour helped them to learn well about factors that affect the resistance of the conductors. Movement around the school is calm and responsible. A minimum of unobtrusive supervision from staff is all that is required. Respect for feelings, values and beliefs is a great strength of the school. Inspectors saw no incidents of any oppressive behaviour. Bullying is not a problem in the school because members of staff are continually vigilant and effectively apply behaviour procedures. Students treat school property, including the Gurdwara and displays, with good care and respect. Students respond very positively to the school's high expectations of behaviour. Any possible conflict is anticipated and resolved at an early stage. No student has ever been excluded.
11. Relationships among students and with adults are excellent. Students show openness and warmth, and in turn they appreciate their teachers' encouragement and support, and the atmosphere of mutual respect. For example, excellent relationships in a Year 11 art lesson created an environment of enjoyment and students made excellent progress in doing their course work. The very good social relationships play a very positive part in enhancing the personal development of students, which is excellent. Extra-curricular activities, of which there is a fair range, are well attended. Students willingly participate in activities to help others, including charity work for the wider community, a reflection of their commitment to *sewa* (selfless service to others). Students are willing to take on responsibilities and they carry out their duties well, whether as prefects or members of the school council.
12. Students attend the school keenly. Attendance is very good. Some students are late in the morning owing to the travel distance involved or transport related problems, but this does not affect the prompt start of the school day.

### **Sixth form**

13. Students' attitudes to school and to learning are very good. Their behaviour is exemplary: they are courteous, friendly and respectful. Attendance, while not quite as high as in the main school, is above the national average. Sixth formers participate very well in activities provided by the school and take a leading role in several, notably in organising assemblies, prefect duties and the school council. Students recognise and appreciate that teachers go out of their way to be helpful and give generously of their time to help students understand their work and prepare for examinations. Students value the ethos of the school and its religious foundation. They say that by feeling confident and appreciating their own identity they can participate better in the wider world. Nonetheless, while appreciating many good features of the school, students feel some could be better, notably the range of extra-curricular activities provided and aspects of accommodation, particularly for drama and for sixth form use.
14. Students progress very well in many aspects of learning. They make the most of opportunities to study. The library, in the short time which it has been available, has become a focus for students in private study time and they avidly use the computing facilities for research. (The stock of library books is not enough to help sixth form study.) Relationships are excellent; students are highly co-operative and work well in pairs and larger groups. They are very supportive of each



other and very sensitive to the need of others so their relationship with younger children is as if they are within a family. They have strong perceptions of their role as members of the school and as citizens; their personal development is very good. Sixth formers are undertaking responsible tasks in setting up the library, help younger students with reading and have taken the lead on charity initiatives. The older students are self confident, have a good sense of where they want to go in life and the next step to help them achieve their goal. They are developing the skills of independent learning. The demeanour of some, girls especially, is quiet - and this is more noticeable in the sixth form than lower down the school. Generally teachers structure lessons to elicit their ideas and build on them, as observed, for example, in personal, social and health education, Punjabi and biology.

## HOW WELL ARE STUDENTS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is good throughout the school. In about one third of lessons observed teaching was very good (occasionally excellent) and it was hardly ever unsatisfactory. The quality of learning follows a similar pattern. Teachers are highly dedicated and give generously of their own time. A considerable amount of teaching takes place outside lessons, after school, at weekends and during holidays. As students move up the main school they gain depth and understanding in their knowledge and skills that enable them to search for learning. They are conscientious and take responsibility for their own learning. For example, now the school has very good computing facilities, they greatly enjoy researching and improving their work using the school machines.
16. Teachers make good use of their subject expertise to help students gain knowledge and understanding of their subject. In English, for example, teachers exploit their knowledge of literature to help students deepen their understanding of characterisation and improve their own writing, as observed in lessons with Year 8 (reading *Friedrich* by Richter) and Year 10 (reading extracts of Gothic stories, including *Dracula*). In art, students gain confidence in a wide range of media: some very good collage and ceramic work was seen (Year 11), also portraits (Year 8) and still-life drawing (Year 7). Literacy is developed very well by teachers in English and in other subjects; particularly effective emphasis is placed on vocabulary. English teachers anticipate difficulties bilingual students may face and help them to overcome them. Mathematics lessons often include practice in mental skills, although opportunities for enhancing numeracy skills are not systematically planned across the curriculum.
17. Lessons are well planned and include a suitable range of activities. Science teachers now make effective use of practical work, which enables students to develop their practical skills and also appreciate the ideas underlying investigation, for example, of a *fair test*, as observed with Year 9. (Until recently students' progress has been constrained because lack of resources has limited practical work.) Lessons in many subjects provide opportunity for students to consider ideas and contribute directly through discussion, as observed when Year 8 students brain-stormed design considerations (in design and technology) and Year 10 shared ideas about sustainable development (in geography). Excellent use of the spoken language in Punjabi lessons establishes a very good ambience for learning and helps students to use the language spontaneously. In French, more opportunities could be taken for speaking French and the modern language assistant is helping in this. Students in many lessons are encouraged to consider the implications of circumstances and events, which deepen their understanding of spiritual, moral, social and cultural issues. Lessons in personal, social and health education provide structured opportunities to think about personal and global issues and develop good awareness of citizenship. Very good examples were seen with students in Year 9 (considering the importance of the natural environment) and Year 11 (developing a mediation programme, inspired by a project in India). Aspects of citizenship are also covered effectively in geography and history. In lessons observed in history, for example, in Years 9 and 11 the teacher developed students' understanding of twentieth century European events well, alongside their understanding of the appeal of politics with its impact on government.
18. Teachers' expectations are high, both of learning and of behaviour and students respond very well: they are highly motivated, work enthusiastically and develop into confident learners. Relationships are a great strength. Teachers develop a partnership in working with students so

that discussion is open and constructive, as observed with Year 10 students learning about the influence of government on business. Students are managed very well; teachers hardly ever have to spend time bringing the class to order. However, if the pace of learning slips because activities are not well matched to the levels at which students are working, their attention drifts and learning becomes unsatisfactory. Students are willing to try hard. In physical education, for example, they are prepared to push themselves to the limit. Reflecting the religious foundation of the school, respect for others is paramount and this is evident throughout. Students work keenly in lessons and the library. They are considerate of others' views and collaborate very well. Students' good interpersonal skills help them to develop ideas through discussion (for example, about *controversy*, in history in Year 10).

19. Time is generally very well used in lessons which start promptly and maintain a good pace of learning. In physical education, however, time-tabling arrangements result in large groups (approaching 60) and within the limited facilities for indoor work this means that little space is available in which individuals can exercise. Teachers make effective use of the full lesson length and extend learning opportunities through homework, except in French where, anxious not to overload students, they do not set enough homework. The resources that are available are used very effectively. Opportunities for students to use computers are developing fast in all subjects. For example, good use of information technology skills was seen in English (with Year 7, to improve writing), mathematics (Year 9 students used spreadsheets in learning about formulae) and design and technology (Year 10 made use of specialist applications to produce graphs of results of surveys). In science, students' practical skills and understanding of investigations are improving, with better resourcing.
20. Teachers have good knowledge of the levels at which students are working and helpfully adapt work to move them on in their learning. Work generally provides good challenge (as in English and mathematics) and some is inspiring (as in art). Teachers' good awareness of literacy and willingness to explain helps those who find work difficult to understand and keep up with the rest. Teachers use questions well to gauge students' understanding and assess their progress. For example, feedback to students in art is very good and helps GCSE students to refine their coursework. Similarly, in music, comments in lessons help students to appraise and improve their own work, as observed when Year 8 students were using keyboards to learn about *rondo* form and Year 10 students were composing *salsa*, *samba* and *tango* melodies. Teachers are conscientious about marking; in French, for example, the approach is helpful and comments enable students to improve. However, the information teachers provide in their marking is variable. In science, for example, some miss opportunities to refer to the National Curriculum, which would provide a sharper focus for students and help them understand better the level at which they are working and how to improve. The general willingness of teachers to adapt work for students enables those with special educational or language needs to progress very well, in line with the rest. The learning needs of most students with such needs are relatively slight and coped with ably in mainstream classes and through the very good literacy provision. Detailed subject planning for the two students who have more pronounced learning needs takes place in English and mathematics but other subjects have not contributed. The progress of the two students is not impaired: they benefit from personal attention, one receives effective individual support from a support assistant, and both are doing well. However, arrangements need strengthening so their progress can be monitored systematically and to cope with the planned increase in student numbers.

### **Sixth form**

21. Teaching and learning in the sixth form are good and share many of the features evident in the main school. Strengths include teachers' use of their subject knowledge, very good management of their classes and good use of resources. Students in English, for example, use university websites to explore interpretations of literature (as observed when Year 13 worked on *The Rime of the Ancient Mariner*). In business studies, teaching draws on vivid examples which bring the subject alive for students. Lesson planning and the range of activities used are good. In mathematics, students consolidate their knowledge well because ideas are introduced logically and they apply them in new contexts, as observed when Year 13 were starting a new topic on composite functions. Activities are also well planned in science subjects. In chemistry, for example, lessons include helpful review of earlier work and a good range of examples to illustrate the main lesson points so students consolidate their learning and feel a sense of achievement.

Good planning, together with good teamwork among teachers, helps students to learn satisfactorily in physics. After school classes are very ably taught, supported by good practical sessions within the school day as well as practice in working through problems. The teaching of key skills is satisfactory overall and good on vocational courses. On all courses teachers pay good attention to literacy and give students help with mathematical ideas, as and when the need arises. Students on A-level courses are making effective use of information and communication technology, and other key skills, except for problem solving, which is less developed than other areas.

22. As lower down the school, teachers go to great lengths to help students achieve their aims, for example, a student who wishes to become a graphic artist, is benefiting from "consultancy" lessons in which good teaching is helping her prepare coursework for A2-level art examinations. The support of the school for some small groups is both enabling students to pursue their aims and also enabling subjects to become established in the sixth form. For example, good teaching to a very small group of Year 13 students studying design and technology has encouraged more (six) to start the subject in Year 12.
23. Students develop very good work habits. They are conscientious, keen and willing to participate in a wide range of lesson activities. They are good independent learners and pursue work in the library and through reasonably extensive homework. All students can participate in physical education and those who do so contribute to the organisation of lessons and learn well - as observed with Year 12, playing soccer. Participation by students in personal, social and health education lessons is high. Very good organisation of lessons and probing questioning help students to take on board important issues, such as drugs awareness; learning is very effective. In some lessons, however, critical discussion is slow to develop, in part because of group size: most of the ideas are generated from the teacher, when exchange could sharpen ideas and deepen understanding. Although much student interest and hard work were evident during the inspection, few examples were seen of students taking initiative in learning during lessons.
24. Teachers make effective use of questioning to assess students' progress in lessons and move them on in their learning. In a biology lesson observed, for example, challenging questions made their students relate structure (which they observed in microscope slides) to the function of different cell parts. Similarly, in information and communication technology teachers ask questions skilfully and do not accept vague or partial answers: their high expectations help students to improve. Regular marking, together with comments in lessons, helps students to know how well they are doing. They feel they are progressing well, that teachers are honest and give helpful guidance. The new assessment procedures introduce a systematic approach to reviewing learning and setting targets for improvement, and strengthen arrangements which are good, overall.

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

25. The curriculum provides good breadth, is well balanced and effectively organised to enable students to achieve very well at GCSE. Schemes of work are well organised and all statutory requirements are met. All students learn two modern languages (French and Punjabi) and study double-award science. From the basis of well-planned English provision all take two English subjects at GCSE (English and English literature). The option system for choices of GCSE subjects is arranged so that all can choose a humanities subject and also study an arts subject. As student numbers and specialist teachers increase so do subject possibilities. For example, courses leading to recognised qualifications are being started as far down the school as Year 8 (in information and communication technology). Any specific needs of non-Sikh students are well met; for example, a Tamil-speaking Hindu student is helped to further his interest in the Tamil language. On the other hand, some opportunities are not available; for example, there are no separate courses in dance and drama (although elements of both are covered in physical education and English, respectively).

26. Students enter Year 7 from Guru Nanak Primary School, which is adjacent to the main school, and from about 20 other schools in Hayes and nearby boroughs. Few curricular links exist with any - although some pastoral information is shared with the adjacent primary school and primary classes make use of facilities in the main school for physical education. Arrangements for students coming into Year 7 are satisfactory. They spend a day at the school in July. Their transfer is supported more through the very good partnership fostered with parents than through detailed curricular planning. Arrangements for grouping students by ability are effective in helping all make good progress. The English department carefully monitors the progress of all its students, most of whom are bilingual in Punjabi and English, and guides them appropriately.
27. The Government's Key Stage 3 policy is in place in English, planning is well advanced in mathematics and has started in science. Very good emphasis is placed on literacy in English and reinforced in most other subjects, which helps students make progress in all their learning. The school provides literacy sessions for students with special educational needs, on different days for different groups. These are effective and augmented by paired reading opportunities (with sixth formers). Numeracy is well developed in mathematics but, although numbers and mathematical ideas are used effectively in other subjects (including science, design and technology and geography, for example), there is no co-ordinated approach to their development. In the last year or so, provision in information and communication technology has improved markedly. Students acquire skills systematically in information and communication technology lessons and have good opportunities to practise their skills in most subjects.
28. Extra-curricular provision is good: teachers are unusually willing to provide additional help to individuals so all students can catch up if they miss lessons or do not understand. The programme of revision opportunities in preparation for examinations is very good. Less strong, although satisfactory, is the range of activities available at lunchtime and after school: while restricted mostly to physical education and music, they raise standards and build on students' enjoyment of these subjects. Visits and visitors to the school enhance students' experience and understanding in English (including visits to plays and visiting theatre groups) and in geography (including links with a local environmental initiative and outdoor activities in Wales). Although no visits have been made to France to cultivate students' confidence in speaking French, their experience is being extended with the help of a language assistant. Occasional performances involve large numbers of students in music and some drama activities.
29. The systematic planning of personal, social and health education is new and is satisfactory. The programme both takes account of students' wishes and also meets requirements in covering topics such as drugs awareness and health education, with aspects also taught in science and physical education. Relationships and bullying are covered at appropriate stages. Sex education is taught separately to males and females, with elements covered in science and Sikh studies (as this is a faith school). Lessons provide opportunities for students to discuss and consider views, and develop responsible attitudes and respect for others.
30. Careers education is well planned, with opportunities for students to consider their progress in relation to their career aims at appropriate stages - for example, in Year 9 (before making GCSE choices) and in Year 11. All have access to impartial advice from the careers services. The library contains a good range of information (both prospectuses and through educational websites). All Year 11 students have a two-week work placement and opportunities for curricular links with employers are set to grow, with the school's own newly established education-business relationship.
31. The school has not had the time or capacity to establish curricular links with further education institutions: this is an area for development. However, effective links through the local further education college (in Uxbridge) with a teacher training provider (Manchester Metropolitan University) have enabled teachers who were unqualified to train and gain recognised teaching qualifications; indirectly this link has been of great benefit to the curriculum.

### **Spiritual, moral, social and cultural development**

32. Support for students' spiritual, moral, social and cultural development is excellent. The commitment of all - staff, students and parents - to Sikh values of truth, respect and *sewa* is a

very strong influence in supporting students' personal development. The powerful influence of the holy man Sant Baba Amar Singh Ji, who has realised his vision of establishing the school, supported hugely by local Sikhs, is an inspiration to students, staff and parents. He maintains close links with the school as chair of governors, is known to many of the school community and is a spiritual figurehead for all. Spiritual development is outstandingly good. At the daily assemblies in the Gurdwara religious observance is kept by all; the occasions are deeply reflective and spiritual. The responsibility taken by both girls and boys in all year groups to organise assemblies helps them to appreciate how to cultivate reflection - through prayers, singing, harmonium and tabla music, for example. Reminders of the spiritual message are provided through the display of religious images, for example, on stairways and corridors.

33. Religious values strengthen students' moral development, which is excellent. Students are honest and respectful. In lessons many opportunities help students to consider issues of right and wrong. For example, in reading books in English students consider the way characters behave and their motivation. In geography, very good emphasis is placed on moral considerations, as observed in lessons with Year 7 (on migration), Year 9 (about trading and fair practice) and Year 10 (on sustainable development). Teachers are very good role models, throughout.

34. Opportunities for students' social development are very good. Because of the excellent relationships students feel confident and participate enthusiastically in all the opportunities provided, including working in pairs and small groups in many subjects. Competitive events and games in physical education give opportunities to learn about fair play. Drama activities and role play in English and group performances in music provide opportunities for students to rehearse and perform together. Daily, the assemblies are very effective corporate occasions. Personal, social and health education lessons help students to understand the viewpoints of others and how society works. Students have opportunities to take responsibility and contribute to the democratic process and decision-making through the school council. As student numbers have increased so have opportunities for working with schools and communities beyond the school. This is an aspect which could be further strengthened, especially for older students including sixth formers.
35. Cultural development is very good. Many opportunities are linked with religious observance and contribute to students' spiritual understanding. Provision of Punjabi as a curricular subject for all and the substantial proportion of Punjabi speaking (as well as some Tamil or French speaking) staff provide a context in which students' cultural backgrounds are valued. Very attractive display of traditional Punjabi tools and artefacts in the reception area and the range of nutritious food provided in the restaurant contribute further to the very positive cultural ethos of the school. In lessons, many opportunities are taken to enhance students' cultural development. In art, for example, many examples were seen of students drawing on a variety of styles with opportunities to compare Indian with western approaches. Topics in modern languages (both French and Punjabi) give insights into everyday situations, for example, work and joining clubs (in French) and travel, tourism and social activities (in Punjabi). Students have good opportunities to play and listen to traditional Punjabi instruments in music and assemblies, and learn to understand a variety of western musical forms (for example, the *rondo*, *salsa* and *tango*) in music. Students' awareness of modern British and western culture is developed through topics studied in geography (such as industrial development in Year 9) and history (twentieth century European history in Years 9 to 11). Literature studied in English includes a good range of English classics. Lessons in personal, social and health education provide opportunity to consider equality and our multi-cultural society. Themes in assembly promote tolerance, courtesy and respect for others. Direct experience in school of life in a diverse society is limited to staff (of whom a reasonable proportion is not Indian) and the very few students of other backgrounds. All work very happily together. Work experience in Year 11, sports events and visits broaden horizons further.

### **Sixth form**

36. The school responds well to students' needs, and provision is satisfactory, but the small size of the sixth form limits the range of courses offered. The school has recently introduced a threshold requirement of five A\* to C grades at GCSE for access to AS-level courses. Other students can follow AVCE courses in information and communication technology and in science. Until this year, most AS and A-level courses have been in English, mathematics, the sciences, design and technology, Punjabi and information and communications technology. An AS-level course in business studies has now been added in response to demand, and this is proving popular. All students have additional lessons in Sikh studies, physical education and personal, social and health education. One student is able to study art as an extra-curricular subject, to support career plans. Key skills are taught within the AVCE courses, but not separately provided for all students. As the sixth form expands further, it is hoped to extend the range of subjects. Despite constrictions in the initial stages of development, the school responds well to local circumstances, reflecting parents' wishes and local career opportunities in the subjects offered.
37. The amount of teaching time allocated to AS/A-level and AVCE courses is adequate to cover the course programmes. Students are expected to give additional time to independent study. However, there is no induction programme to help students derive the greatest benefit from personal study time, and to help students new to the school to settle into its routines. Students appreciate the guidance they receive to prepare them for life after they leave school. They all receive an individual careers interview provided by the careers service, as well as good advice from subject and form tutors. They have access to a good range of information in the school library. However, no provision is made for work experience or work shadowing in the sixth form, a weakness particularly for those on vocational courses. The recently established education

and business partnership has brought in outside speakers, for example from the fire service, to talk about career opportunities, and a careers open day is planned in conjunction with Brunel University.

38. Sixth form students take an active part in the life of the school community, especially as prefects and in helping to organise the celebration of Sikh festivals. Arrangements for their spiritual, moral, social and cultural development are good. They benefit from timetabled opportunities to participate in sports, and Sikh studies provide enrichment of their knowledge of their own history and culture. The programme for personal, social and health education is new and developing, but already includes a good range of topics, such as preparation for university entrance, and aspects of health and sex education and drugs awareness. It is beginning to make a good contribution to students' awareness of other cultures.
39. A limited range of extra-curricular activities extends provision made by the school. In addition to participation in Sikh cultural events, students benefit from the school's location close to London. Those studying English make regular theatre visits, and science students visit the Planetarium and use laboratory facilities at University College London. These activities, along with the growing impact of the education and business partnership, indicate constructive links with the local community.

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

40. The school takes good care of all of its students and the school's arrangements ensure that they feel secure and confident. The success of the school's care can be seen in how students enjoy coming to school, which is forcefully remarked on by parents, in their keenness to learn and willingness to work hard to achieve the high standards of which the school community is proud.
41. This high quality of care is underpinned by Sikh commitment to *sewa* (selfless service to others), excellent relationships between all members of the school community and the effective pastoral system. The school is a very caring community. Parents also have very favourable views about the care shown towards their children by the school. The caring approach that is established when students arrive in Year 7 is maintained at the same high standard throughout their time in the school. Key stage co-ordinators and form tutors all play an integral and effective part in ensuring students' welfare and good performance. The effect of this system is that all members of staff know their students very well and any concerns can be dealt with promptly, effectively and sensitively.
42. Procedures to check and improve students' academic performance are satisfactory and guided by a clear policy statement on assessment which is proving helpful to staff and students. Detailed systems to record attainment have been introduced. On entry students undertake a series of tests which, together with the data on their attainment in Year 6, establishes firm baseline information. Subsequently, teachers add individual student performance data on attainment and effort as students progress through the years. Grades for attainment and effort are collected for students in all year groups every term. This arrangement has been introduced smoothly and gives clear overall indication of students' strengths and areas for improvement. A start has been made in using the grades collected to set targets for individual students and to track their progress. The grades represent overall National Curriculum levels or GCSE grades but do not give any diagnostic information, for example, about progress in different strands of science (scientific enquiry, living things, materials, physical processes) or in language acquisition (speaking, listening, reading, writing). This amount of detail, which is helpful in curricular planning and setting targets, is an area for development in several subjects, including mathematics, science and French.
43. Arrangements for assessing students' overall attainment in examinations and tests are good. Results are compared with the results of students entering the school and inform school planning. Analysis by the school is helpfully augmented by the local education authority so the school can see how it is performing relative to other local schools and in relation to students' backgrounds.





44. Appropriate procedures for health and safety and child protection are well managed, through clear allocation of responsibilities. The health and safety committee meets regularly and conducts tours each term. Child protection arrangements are in place; the headteacher and the special educational needs co-ordinator are the designated officers, they are knowledgeable about child protection issues, and have appropriate contacts with the external services.
45. The procedures for monitoring attendance are effective. Registration requirements are met and absences are appropriately identified and followed up. Good attendance is rewarded. Parents are contacted where there is an attendance concern on the first day of an unexplained absence. However, the school has not been entirely successful in discouraging family holidays during the term time, which is a key reason for students' absence. Monitoring of punctuality is good.
46. The school is very effective in promoting good behaviour; for example, it creates a calm atmosphere, reinforcing self-control and developing awareness and skills to diffuse possible conflict. Sikh studies, assemblies and timetabled personal, social and health education are particularly helpful in this respect. The school's policies on preventing bullying and other oppressive behaviour are well understood and respected by the students and the staff. A system of rewards (merit certificates awarded at assemblies, for example) is consistently applied and works effectively. Students know that high standards of behaviour are expected of them and respond very positively. They demonstrate very good understanding of what is right and what is not. Adults provide students with very good role models of calmness, integrity and respect. All these factors help students to learn in a stress-free environment.
47. Procedures for supporting and monitoring personal development are very effective. Students are well managed in lessons. Standards of relationships are excellent and, as a result, students work amicably together and promptly follow instructions. Staff expect students to behave well, and this helps all students to make appropriate progress in their learning. Procedures for recording and monitoring inappropriate behaviour are firmly in place. Students' personal development, including behaviour, is monitored through progress reports, which are regularly checked by the co-ordinators. The reports, along with arrangements to set individual targets to improve behaviour, help to check any inappropriate behaviour.

## **Sixth form**

### ***Assessment***

48. Subject teachers regularly mark and assess work and keep very good records of students' progress. Reports are helpfully informative about students' attainments and how they are working in the sixth form. Recent initiatives are strengthening assessment and monitoring arrangements. The school is at the point of being able to compare achievement and progress across all subjects and monitor the value students add to the grades they obtained at GCSE. Arrangements newly implemented include regular individual tutorials and target setting. Already much good practice is in place on vocational courses, where students know the competence they are expected to demonstrate, and can plan and monitor their own progress towards meeting requirements.
49. The school makes effective use of assessment information to guide its planning. Changes have been introduced in the teaching and curriculum in physics, information and communication technology and business studies, for example, to raise results.
50. The improvements in monitoring students' progress depend to a large extent on the use of information technology. Attendance is still monitored manually although it is anticipated that a computerised system may be introduced for this, also. The present manual system is flawed because of arrangements for taking account of students' leave to work at home (for a maximum of three half sessions each week). Students' use of permission slips and signing in is not consistent, so that records of their attendance do not do full justice to their good levels of attendance and the school cannot be certain of the numbers on site.

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

51. The school cares very well for its sixth form students. Much effort is taken to help them meet their goals and take account of the wishes of their parents. Arrangements are very effective - all sixth formers progress to university and this is a considerable achievement, bearing in mind the attainment levels of many on starting at the school (wide ranging but a little below average, overall).
52. Students are known well as individuals; their personal development is monitored very well. Students feel there is always someone to turn to, should they need help. Many mention the headteacher, form tutor or welfare officer, and they know that other specialists can be called on for guidance if necessary, for example, a nurse and the careers officer. Careers guidance is good. Students have access to an individual careers interview and impartial advice, assistance with completion of university entrance forms and much information is available in the library, in hard copy and from educational websites.

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

53. Parents are very pleased with what the school offers and achieves. They value the efforts of staff and feel that the school is caring and supportive and helps students to settle in and to make good progress. Parents feel that their sons and daughters respond very well to the school's expectations and good teaching, and that they are helped to become mature and responsible. Inspectors support parents' favourable views. However, some parents had mixed feelings about how the school works with them. Inspection evidence indicates that the school reaches out to parents very well. Some also felt that there could be more opportunities for extra-curricular activities. The school provides a fair range of extra-curricular activities, in which a significant number of students participate. Inspectors feel this could be augmented and that this will happen as the school grows in size. Already, teachers give generously of their time in helping students individually and for revision classes.
54. A small minority of the parents who responded to the questionnaire felt that the information they receive could be better, but the inspection evidence indicates that, in general, the information parents receive is of a good standard. Parents are provided with regular information to enable them to celebrate the achievements of the school's community. The information is complemented by the school prospectus, examination results and the annual report from governors. All are written in an accessible style. The school prospectus, however, overlooks one requirement as it does not mention parents' right to withdraw their children from religious education and collective worship. The students' end-of-year reports provide good information about students' individual progress, personal development and levels of attainment.
55. The school enjoys a purposeful and constructive partnership with parents. Liaison takes place on a regular basis both informally and formally. Parents have frequent opportunities to discuss issues and celebrate the achievements of their children. They particularly appreciate the information they receive at parents' evenings. They see parents' evenings and monthly surgeries as helpful, constructive and informative. The year group meetings are perceived as particularly helpful. The parents of the student with a statement of special educational needs are fully involved in reviewing his progress and revising targets.
56. Parents have contributed hugely to the success of the school. They and the Nanaksar Trust raised substantial funds which enabled the purchase of the building. The parents' association continues to work hard to support the work of the school and raises funds which help to improve provision. Through parents and local Gurdwaras many members of the Sikh community are involved. Recently, the school's own education business partnership has been established. Parents, with their high levels of commitment and loyalty, are very active partners in the education of their children. The school is successful in strengthening bonds between home, community and school to support the learning of students.

57. Parents actively support learning in the school by attending celebrations, and by encouraging their children to take part in residential and other educational visits. Parents also contribute to students' learning in the home by supporting and financing school visits and ensuring that their children satisfactorily complete their homework. Parental motivation and support make a significant and positive impact on students' personal development and standards. However, a small minority fail to fully co-operate with the school in keeping absences to a minimum and take family holidays during term time.

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

58. Leadership and management by the headteacher and key staff are excellent. They have steered and supported remarkable achievements since the school became a maintained school in 1999. GCSE results, curricular provision and buildings have all improved substantially. Central to the school's ethos is the personal development of its students. This is excellent now and all evidence indicates that this has always been the case: they and their parents have been partners in the development of the school. Three factors have been of particular importance in this success. First, the headteacher. He is outstanding and promotes strong teamwork among the senior team which is very effective, and benefits both from the contributions of external consultants and also from educational advisory support by the local education authority. Second, governors are excellent in shaping the direction of the school. The commitment of all governors to the success of the school is unusually good and two have crucially important roles: the chair of governors in developing the school as a faith community and the vice-chair in managing the statutory responsibilities and functions of the governing body on a day-to-day basis. The school meets requirements. Third, partnership with parents and the local community is exceptionally good. The headteacher and governors keep parents informed of school developments and encourage parents to influence them. They recognise that the school owes its existence to the wish of many local Sikhs to do their best for their young people and, in turn, the school does its best to reflect parents' wishes, to the benefit of young people. Overall commitment to succeed among school staff, governors and the wider community is powerfully strong. Given its success so far and the progress made in structuring and organising the work of the school, its capacity for further improvement is good.
59. The aims and values of the school are strongly embedded in its work. Sikh values of respect, trust and *sewa* (selfless service to others) pervade its daily life. The school is fully committed to equality of opportunity. The school's racial equality policy operates very well. Both boys and girls participate fully in activities and progress to university. People of all backgrounds are welcomed and feel comfortable in the school. The few students of non-Sikh backgrounds take part fully in all school activities and their backgrounds are respected.
60. Governors have a good understanding of the strengths and weaknesses of the school. They value staff and have successfully kept their focus on the important issues, for example, results, resources and buildings. As the school grows in size and management becomes more efficient the governors are familiarising themselves with detail, about, for example, assessment, and governors now have subject links, although none is associated specifically with the sixth form. Responsibilities are systematically delegated throughout the school and regular meetings keep staff informed of changes and enable them to participate in the annual planning cycle. While there are two assistant headteachers, the governors have not designated someone to take responsibility in the absence of the headteacher, which they may wish to consider. In most subjects, management arrangements are good, with effective co-ordination and monitoring of work. In some, however, while day-to-day arrangements run smoothly, inconsistencies occur in curricular co-ordination or the monitoring of students' progress, as in science and in French. Teamwork is strong. Many staff have dual responsibilities and fulfil them capably: the special educational needs co-ordinator, for example, who is supported well by colleagues in English, also carries responsibility for music. Assessment arrangements for students with special educational needs are satisfactory, but co-ordinated planning, because of the very few students needing specific support, has been minimal. Departments do not mention special educational needs in their development plans and do not have any arrangement for linking with the special educational co-ordinator. The senior team is attentive to the needs of subjects and intervenes to support, when necessary. Teaching is regularly monitored and performance management arrangements

are usefully in place. Occasional short visits by HMI and regular reviews by local education authority advisors have contributed helpfully to the school's knowledge of its progress.

61. The school development plan has two appropriate main priorities: to establish management arrangements and the development of the curriculum and assessment. Subject plans helpfully reflect school priorities as well as practical matters of resourcing. Plans are extensive and well presented but do not include criteria for measuring success, or any indication of monitoring. Inspectors found progress being made in most aspects of the plans, but it is uneven. Progress has only recently been initiated with regard to assessment, and developing the curriculum, in relation to such aspects as personal, social and health education and citizenship education. Examination results are reviewed separately and effective use is made of targets to raise overall achievement. The many arrangements the school has had to put into practice since it became maintained in 1999 have been scheduled in suitable order. The school has been very diligent in tackling priorities which have enabled students to do well. Many staff, including the headteacher and senior team, have given generously of their own time. Much reliance has been placed on appointing the best staff. Now that systematic management arrangements have been established, along with increased use of new technology, the school is at the point of having much greater consistency in its planning and monitoring arrangements which will provide better support for staff and benefit students.
62. Financial arrangements are very good. Development priorities are appropriately funded through the school development plan. Very good use has been made of specific grants - most notably in building refurbishment. Expenditure is monitored carefully using commercial software. All monies are used appropriately. No start-up funding was allocated (when the school became voluntary-aided in 1999) so expenditure has had to be carefully prioritised in order to manage the budget and cope with substantial changes, including increase in staff as the school has grown, building refurbishment and new computers. A deficit (about five per cent of the total budget) had accumulated by the end of the last financial year owing mainly to the difficulties of staffing a broad curriculum in a small school coupled with unexpectedly high agency staff costs because of staffing changes. Now the school is larger the range of subject specialists required is more easily afforded and the school has greatly reduced the use of supply staff (see the explanation in the section on staffing, which follows). It is anticipated that a small surplus (about two per cent of the budget) will be carried forward at the end of 2002-03 financial year.
63. The need to rein in expenditure has affected learning resources and their availability. For example, while textbooks are satisfactory, the library has hardly any books. Equipment in practical subjects has been in short supply and limited students' learning, as in science. The school draws on external advice and is assiduous in seeking best value by considering different systems and comparing costs as, for example, in the acquisition of new computing equipment and its catering service. It has benefited through generous donations both from the Nanaksar Trust, often on a large scale (to match the government grant for refurbishment, for example) and also through parents and many members of the local community (for Punjabi books for the library, for example). The school makes effective use of new technology as part of its management information system, for monitoring the budget and presenting development plans. Improvements now in hand will greatly improve the capacity of the school to monitor attendance and students' progress. The sixth form benefits from a small subsidy, drawn from income for the rest of the school, but this is not to the detriment of the rest of the school - the younger students achieve very well. Bearing in mind the achievement of the sixth formers, which is good, the sixth form is cost effective. Overall expenditure on each student, while above average, includes necessary expenditure in supporting the growth of the school. Students achieve very well at GCSE and their personal development is excellent: value for money is very good.

## ***Resources***

### **Staffing**

64. The school is well staffed, in terms of numbers of teachers, and adequately, for support staff. While the number of teachers is a little above average for the size of the school, students' subject choice has been protected as much as possible and some classes, for example in Year 11 and

the sixth form, are smaller than in most schools. The amount of time teachers spend in front of classes also appears below average but the school has an equitable system for arranging that teachers cover for absent colleagues in non-teaching time (the school does not engage supply teachers). In most subjects teachers are suitably qualified for the subjects they teach. However, in food technology the school has had difficulty recruiting a specialist; during the inspection a competent temporary teacher was in post. For two subjects there is no subject specialist: physics and business studies, which are covered by other staff (including the assistant headteacher in physics and the headteacher in business studies) together with an experienced part-time teacher (in physics). These arrangements, as short-term measures, are satisfactory. As the school grows, it is expected that specialist staff will be recruited for these areas.

65. The composition of teaching staff has changed markedly since the school became maintained in 1999. As a very small school many staff carry several responsibilities. When independent, few teachers (except the headteacher) were qualified. Since the school became maintained, teachers have been helped to gain qualifications through effective collaboration between the school, Uxbridge Further Education College and Manchester Metropolitan University; now the vast majority of teachers is qualified. A good proportion of the teachers is Punjabi speaking and some speak Tamil. Familiarity with these home languages helps teachers appreciate the context in which some students are learning. The school has also benefited by appointing from outside well qualified and experienced teachers and senior staff, including consultants. The powerful emphasis on equal opportunities and respect for others has enabled all staff to develop and display strong commitment to the school community and its aims. Arrangements for the induction of teachers new to the school are good. They are supported by a mentor within school and through participation in a local education authority programme also find out about local opportunities. A language assistant has made an effective start in helping students improve their oral skills in French. Only one member of staff is employed to support learning in classrooms; this post is effectively used and sufficient to meet current needs.
66. The number of non-teaching staff is in line with expectations for the size of the school. Teamwork is strong; relationships are excellent with staff and students. Office staff work in cramped conditions but maintain a friendly, efficient reception and administrative service. The librarian knows students well and is very helpful to them, as also is the welfare officer, who has done much to support the development of the education business partnership. Technical staff are adequate in number and provide effective support. Catering staff, employed directly by the school, maintain a good service: the nutritious food they provide is much appreciated at break-time as well as lunchtime, because of the early start of the school day. Premises staff are vigilant and take pride in the appearance of the school.

### **Accommodation**

67. The school presents a welcoming and attractive environment. Its Sikh foundation is reflected in the central Gurdwara and many displays. However, the buildings were in a very poor state when taken on by the school and have been much improved in recent years. Some imaginative thinking led to provision of larger rooms on the top floor of the main block and plans are in hand to repeat the process on the first floor. This will do much to solve the problems caused by classrooms which are of minimum size. Recent re-decoration has contributed to the pleasant appearance of the building. General spaces, including the foyer, restaurant and library are good although there is a lack of study and recreation accommodation for the sixth form. Accommodation for English and for information and communication technology is good, and for most other subjects accommodation is satisfactory. Facilities for physical education are unsatisfactory; the outside hard play area is inadequate for the size of the school and there is not enough space for indoor activities. The school lacks a suitable space to teach drama and there is no specialist room for the teaching of graphics. The music room is cramped with little storage and no practice rooms. Accommodation for senior and administrative staff is very cramped, leading to sharing of rooms and overcrowding. At the time of the inspection planning permission for building an extension was delayed. The new building is needed not only to provide for additional numbers of students (which have been agreed) but also to meet some of the shortcomings reported.

### **Learning resources**

68. Learning resources are well used in most respects. Most departments have enough textbooks, although in some subjects, such as mathematics, there are not enough for each student to have a personal copy. The library is very poorly stocked with books, particularly for sixth formers. In most subjects teachers have small collections of books, sometimes their own, which are used for reference by older students. The library does, however, have very good information and communication technology facilities. Recently there has been considerable expenditure on

computers, which are now very good, both in the information and communication technology teaching rooms and in departments, although there is a lack of equipment for computer-aided designing and making in design and technology

### **Sixth form**

69. The sixth form shares in many of the benefits of the main school: excellent overall leadership has generated a very purposeful ethos in which the school's aims and values are embedded in its work. The sixth form is effectively co-ordinated on a day-to-day basis, responsibilities being shared between the sixth form co-ordinator and two form tutors, assisted by the school's management consultant. The staff are growing into their responsibilities as numbers of students increase. No separate development plan is prepared for the sixth form, but governors and parents share a clear commitment to extend the range of courses and provide the level of monitoring of teaching and learning which is needed to make expansion successful. The current team provides a secure and caring environment for learning, and encourages students to contribute actively to the daily life of the school community.
70. Staffing arrangements are good, with generally small teaching groups afforded to accommodate students' choice of subjects. While book provision in the library is unsatisfactory to support independent study, there are adequate resources for learning within subject areas and students make good use of computers for research. Although the accommodation for lessons is satisfactory, provision for recreation and personal study is inadequate, with no sixth form common room available. Despite this, students manage well. There is no evidence of this having a detrimental effect on learning, but the provision of better facilities would further improve students' ability to work independently, as well as their sense of corporate identity.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

71. *To raise further the standards of work and attainment of students, the governors, headteacher, senior management team and staff should:*
- (1) take stock regularly of the progress made in key aspects of the school development plan to improve the consistency of planning and monitoring arrangements across the school (paragraph 61)
  - (2) strive vigorously with local and central Government departments to improve:
    - a) the accommodation for drama, graphics, music and physical education, including the outdoor play area, and space for administration (paragraph 67)
    - b) the stock of library books (paragraph 68)

### **Sixth form**

- (1) extend the range of:
  - a) subjects provided, as student numbers allow (paragraph 36)
  - b) enrichment opportunities, including work placements for students on vocational courses (paragraphs 37 to 39)
- (2) improve student facilities for private study and recreation (paragraph 70)

72. In addition to the preceding areas for improvement, the following less significant weaknesses need attention: planning for students with special educational needs (paragraph 20); more challenging opportunities for gifted and talented students (paragraph 2); extra-curricular activities in the main school (paragraph 28); planned improvements in the curriculum for Years 7 to 9 including links with primary feeder schools (Key Stage 3 Strategy) (paragraph 26 and 27); attention given to planning sixth form improvements (paragraph 69); and the governors may wish to consider designating a person to take responsibility in the absence of the headteacher (paragraph 60).
73. The school is aware of its strengths and areas for improvement, which are incorporated in its plans for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	Years 7-11	105
	Sixth form	32
Number of discussions with staff, governors, other adults and students		51

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Years 7-11</b>							
Number	3	37	37	26	2	0	0
Percentage	3	35	35	25	2	0	0
<b>Sixth form</b>							
Number	0	9	20	3	0	0	0
Percentage	0	28	63	9	0	0	0

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

### Information about the school's students

Students on the school's roll	Y7 – Y11	Sixth form
Number of students on the school's roll	300	46
Number of full-time students known to be eligible for free school meals	32	0

Special educational needs	Y7 – Y11	Sixth form
Number of students with statements of special educational needs	1	0
Number of students on the school's special educational needs register	46	0

English as an additional language

No of

	students
Number of students with English as an additional language	30

<b>Student mobility in the last school year</b>	No of students
Students who joined the school other than at the usual time of first admission	3
Students who left the school other than at the usual time of leaving	6



## Attendance

### Authorised absence

	%
School data	7.0
National comparative data	7.8

### Unauthorised absence

	%
School data	0.2
National comparative data	1.2

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

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

	Year	Boys	Girls	Total
Number of registered students in final year of Key Stage 3 for the latest reporting year	2002 (01)	28 (29)	32 (19)	60 (48)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	23 (23)	21 (26)	25 (23)
	Girls	32 (17)	26 (17)	25 (17)
	Total	55 (40)	47 (43)	50 (40)
Percentage of students at NC level 5 or above	School	92 (83)	78 (90)	83 (83)
	National	66 (64)	67 (66)	66 (66)
Percentage of students at NC level 6 or above	School	55 (42)	52 (54)	50 (46)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of students at NC level 5 and above	Boys	19 (21)	26 (28)	21 (25)
	Girls	27 (15)	27 (19)	24 (15)
	Total	46 (36)	53 (47)	45 (40)
Percentage of students at NC level 5 or above	School	77 (75)	90 (98)	76 (83)
	National	67 (65)	70 (68)	67 (64)
Percentage of students at NC level 6 or above	School	40 (15)	59 (46)	31 (43)
	National	32 (31)	44 (42)	34 (33)

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

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

Number of registered students in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002 (01)	24 (12)	8 (15)	32 (27)

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of students achieving the standard specified	Boys			
	Girls			
	Total	24 (19)	32 (26)	32 (26)
Percentage of students achieving the standard specified	School	75 (70)	100 (96)	100 (96)
	National	50 (48)	91 (91)	96 (96)

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

GCSE results		GCSE point score
Average point score per student	School	54.8 (45.2)
	National	39.8 (39.0)

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

Individual totals for boys and girls have been omitted because in 2002 the total number of girls was less than 11 and therefore differences in their performance may not be significant.

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

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2000 (01)	10 (11)	10 (8)	20 (19)

		For candidates entered for GCE A / AS / Advanced GNVQ / VCE examinations		
		Male	Female	All
School	Number of candidates	10 (11)	10 (8)	20 (19)
	Average point score per candidate			15.3 (14.9)
National	Average point score per candidate	(16.9)	(18)	(17.5)

		For candidates entered for GCE A / AS examinations			For candidates entered for Advanced GNVQ / VCE examinations		
		Male	Female	All	Male	Female	All
School	Number of candidates	9 (6)	10 (4)	19 (10)	9 (11)	5 (5)	14 (16)
	Average point score per candidate			15.5 (9.1)			13.2 (12.0)
National	Average point score per candidate	(16.9)	(17.9)	(17.4)	(16.9)	(18.0)	(17.5)

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

Individual totals for male and female students have been omitted because the numbers in several groups were fewer than 11 and therefore differences in performance may not be significant.

## Ethnic background of students

## Exclusions in the last school year

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	341	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

## Teachers and classes

## Financial information

### Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	25
Number of students per qualified teacher	13.8

### Education support staff: Y7 – Y13

Total number of education support staff	7
Total aggregate hours worked per week	184

### Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	65.8
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### Average teaching group size: Y7 – Y11

Key Stage 3	25.1
Key Stage 4	20.0

FTE means full-time equivalent.

Financial year	2001/02
	£
Total income	1,199,049
Total expenditure	1,116,662
Expenditure per student	3523
Balance brought forward from previous year	-58,710
Balance carried forward to next year	23,677

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

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	10.5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	52	0	2	0
My child is making good progress in school.	48	52	0	0	0
Behaviour in the school is good.	50	46	2	0	2
My child gets the right amount of work to do at home.	40	50	8	0	2
The teaching is good.	42	52	0	0	6
I am kept well informed about how my child is getting on.	44	44	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	27	0	2	4
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	52	35	12	0	1
The school is well led and managed.	54	38	4	2	2
The school is helping my child become mature and responsible.	50	44	2	0	6
The school provides an interesting range of activities outside lessons.	29	50	8	4	9

### Other issues raised by parents

Forty parents attended a meeting with the registered inspector. Their views were consistent with replies to the questionnaire and overall very supportive of the school. They emphasised the great respect and trust they can place in the headteacher, who is always approachable, and the high value they place on the very positive ethos of the school which, as a faith school, reflects Sikh principles. Several parents mentioned they would like more extra-curricular activities, but homework for some younger students seems lengthy. As the school has not had a previous inspection, parents mentioned several significant changes which have occurred since it became voluntary-aided. All were very positive. They feel their children are lucky to be at the school and becoming good citizens of tomorrow,

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

### ENGLISH

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

#### Strengths

- Students achieve well above average results at the end of Years 9 and 11
- Highly motivated students benefit from very good teaching
- Literacy skills are developed very well

#### Areas for improvement

- The proportion of students achieving A\*, A grades at GCSE
- Lack of space which inhibits the development of drama beyond minimum requirements

74. Results in National Curriculum tests at the end of Year 9 and in GCSE examinations have improved steadily since 2000. In the 2002 Year 9 tests, the results were very high, bearing in mind students' attainment at the start of Year 7, which is a little below average. Both boys' and girls' results are above the national averages for boys and girls and in 2001 and 2002 boys' results have been well above. In GCSE examinations in 2002, all students obtained at least a D grade. The proportion of the higher grades, A\*-C, was well above average, although relatively few A\*, A grades were achieved. The English literature results reflect a similar pattern: all obtained at least an E grade, most obtained an A\*-C grade and rather fewer than average an A\*, A grade. These results are much better than those of 2001 and 2000. In the past three years, a department of well-qualified and experienced teachers has been established. They have undertaken effective revision and development of the curriculum to ensure it helps all students to progress, including the many who are bilingual. Both bilingual students and those with special educational needs progress very well and attain in line with their abilities.
75. Standards in lessons and work seen in Years 9 and 11 are well above expectations and students' progress is very good throughout. Students enter Year 7 with skills somewhat below average, particularly in reading and writing. Students begin to write at length from Year 7, taking great pride in and care with their presentation. By the end of Year 9, their standards are well above average. Both their general and technical vocabulary have improved considerably. Higher attaining students can write formal essays, referring to complex arguments and using an ambitious vocabulary. Such work is well above average expectations. Students of all abilities have thoughtful ideas to express in writing. Their work is organised and interesting, although grammar and spelling are not always accurate. They have become good listeners. When they read aloud they are sometimes hesitant, but their understanding of the content is good. In discussion, they explain their ideas about Macbeth's character, for example, very clearly.
76. Year 11 students are very good listeners. They enjoy oral work and are articulate and self-assured. High attaining students are beginning to hold their audience in formal speeches. Their vocabulary is good and this helps them to understand their literature texts. In a Year 11 lesson observed, students showed very good understanding of the features of persuasive writing. Their own written work is good: generally accurate, suitably organised with development of ideas and supported by example or textual reference. However, no work was seen which reached the standard of the best Year 9 work. These students have not had the benefit of very good teaching and curricular developments since Year 7. In all years, a highly significant factor is the contribution students make through their response and motivation. They consistently work hard and well.
77. Overall, the quality of teaching is very good. All teachers have very good subject knowledge, as well as thorough understanding of examination techniques. They make effective use of their literacy and information technology skills in helping students learn very well. Thus, in a Year 10 lesson, students were drafting on computers their own story in the Gothic style, extending and using new vocabulary, and making progress towards requirements for both GCSE language and literature examinations. Skilful questioning in many lessons challenges students to think. In the

most effective lessons, teachers involve students in a variety of activities, using role play, acting a scene or making a presentation. Students find lessons interesting and come well prepared. Homework is set and marked regularly, and with helpful comments. Teachers know their students well and keep careful track of their progress. Teachers understand the needs of bilingual students which, although not greater than many native English speakers, are sometimes rather different. All teachers are careful to explain colloquialisms and the concepts behind them. Vocabulary is systematically developed, which benefits all.

78. The department is now well led. The team of very experienced teachers works closely and very effectively together. For example, with three classes and four teachers in Year 11, they team teach and support each other, using their particular expertise and ensuring a high level of individual attention. Assessment is very effectively used to diagnose students' strengths and help them overcome difficulties. The skill with which this is carried out makes a substantial contribution to the progress of students with learning and language needs. The curriculum, while covering all statutory requirements, now encourages creativity in, for example, extended writing. When possible, elements of Punjabi life and culture are incorporated into activities; this was seen, for example, in Year 7's acrostic poems and a Year 11 study of the film *Sholay*. The values of the school permeate lessons and thus help Year 8 students to understand more deeply the implications of a story, such as *Friedrich*. Teachers make very effective use of new technology. The only underdeveloped area is drama, which is limited because the classrooms are too small and no larger space is regularly available. Improvement in the last three years has been good and steadily improving examination results confirm this.

## Literacy

79. Students are good listeners both to teachers and each other so that in group work, for example, a genuine discussion ensues. The majority of students are articulate and persuasive when explaining their ideas. For example, in art lessons, students talk fluently about their work and analyse its place in their own culture. Girls may initially be more reticent but are quietly firm and effective when speaking. Comprehension skills are sufficient for most tasks but from time to time the sense of colloquial phrases is missed by bilingual students. A system of awarding Bronze, Silver and Gold Certificates encourages students to read more books and to choose those which challenge them. Good attention is being paid to reading and writing in most subjects and students make effective use of information and communication technology to draft and improve their work. By the end of Year 11, students have good specialist vocabularies in most subjects including mathematics, design and technology and science, although in science the prompt cards for words are too small to be read clearly from the back of the laboratory, and marking does not consistently indicate inaccuracies in spelling. Students develop their ideas in writing that is well structured and organised. In both geography and history lessons, teachers are skilled in helping students organise their written work. Most students have overcome inaccuracies in spelling and punctuation.

## MATHEMATICS

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

### Strengths

- Students achieve highly; GCSE results are well above the national average
- Teaching is good with very good features; teachers are highly committed to improving the attainment of students
- Students' attitudes to learning are very good; they are interested in the subject, are keen to do well and work hard

### Areas for improvement

- Assessment, which could be used more effectively to set short-term targets for individual students and to help them track their own progress
- The framework of monitoring and evaluating the work of the department



80. Results of the 2002 National Curriculum tests at the end of Year 9 were above the national average when compared with all schools nationally and in line with the average when compared with schools in similar contexts. This represents very good achievement to the end of Year 9 relative to the students' attainment on entry. Boys attain a little better than girls.
81. GCSE results have been consistently well above the national averages in recent years. All students gained at least a graded certificate and the proportion of students gaining the highest grades (A\*, A) was exceptionally high. Although overall boys do better than girls equal proportions of boys to girls gain the highest grades (A\*, A). Students' achievement relative to their attainment at the end of Year 9 is very good.
82. In lessons and in the work seen during the inspection standards at the end of Year 9, although covering a wide range, are above average, overall. Students progress well in lessons. The more able students attain highly. They recall and use Pythagoras' Rule, calculate cumulative frequencies with understanding and have sound knowledge of formulae that are effectively used to produce spreadsheets. Average attaining students improve their skill and confidence in basic algebraic manipulations; for example, they use inverses as well as collecting terms and expanding brackets to solve equations. The lowest attaining students, including those with special educational needs, understand basic rules of calculation and use these to solve problems with money, decimals and simple percentages. They improve their mental number skills through short tests and questions in class; they draw simple bar graphs to represent data and have some understanding of the basic principles of symmetry.
83. By the end of Year 11 students' attainment is well above average overall, although covering a wide range. They make very good progress across Years 10 and 11. The more able students have good working knowledge of circle theorems. They effectively use Pythagoras' Rule in two and three-dimensional problems and calculate magnitude and direction of vectors. However, some of these students make numerical errors in their work, which are not always checked; good habits of checking work need to be more positively encouraged. Average attaining students skilfully use numerical rules in algebraic expressions that include brackets. However, they lack confidence when using the division rule, for example when dividing 2 into  $6n+4$ . Their knowledge of probability is sound and they can determine the probability of two events. Lower attaining students use their skills effectively when combining positive and negative numbers and terms in algebra expressions. They understand the rules of indices. However, they show little depth of knowledge of some topics, such as probability and the transformation of shapes: their learning needs more reinforcement. Although some areas of work are regularly revisited (for example, rules of fractions and decimals) errors are still evident which suggest some lack of knowledge of number tables and place-value in decimal work. Students are helped to make the most of their learning with good preparation for examinations through extra lessons and revision classes.
84. Teaching is good overall; it was very good in about one third of the lessons seen and never less than satisfactory. Students achieve well because they are taught with skill and commitment. Expectations are high. Teachers have very good knowledge and understanding of the subject, which enables them to pose questions that encourage students to participate confidently and also assess how much they have learned. Lessons are very well planned and include interesting activities so that students remain motivated. Explanations are clear and help students understand the work of the lessons. Students' learning is closely linked to the quality of teaching. For example, in a Year 10 class the teacher's good planning took account of the students' previous learning and the subtle use of questions encouraged students to develop and test out their own lines of enquiry in solving equations. This helped improve their levels of confidence in working through challenging tasks; they persevered and made very good progress. Occasionally, a small number of younger boys creates a noisy environment by calling out answers to questions. This prevents other students from participating equally in the work of the lesson. Although teachers plan to reinforce the key points learned at the end of each lesson, too often inadequate time is allowed to conduct this effectively. Teachers guide students' progress effectively in lessons. Students' progress is monitored through termly assessments and most class work and homework is marked. However, teachers do not make consistent use of National Curriculum levels or GCSE grades in exercise books to inform students of their levels of learning. This does not assist students to assess their own progress relative to the performance of students nationally. Students would benefit from the setting of short-term targets to help them assess their own progress.

85. Students' attitudes to learning are very good overall. They are interested in their work and keen to improve standards. They focus well on tasks and participate in all of the lessons' activities. Relationships between the students and their teachers are excellent. Students are respectful and courteous. They are supportive of each other and their behaviour is excellent.
86. The leadership and management of the subject are satisfactory; the head of department has been in post for less than a year and has already introduced some improvements. New textbooks and materials are in place to support a broad curriculum and address the requirements of the National Curriculum as well as GCSE courses. New schemes of work are currently being planned to include more help and guidance for teachers to promote core skills, for example, numeracy, literacy and use of computers. Computers are already effectively used in some lessons, as seen with Year 9 students (using spreadsheets to derive formulae) and Year 10 (working out the volume of shapes). The new schemes will help establish a consistent approach to the teaching of the subject. The strong team of teachers, a number of who are relatively new to the school, brings individual skills and commitment to their teaching. Improvement in recent years has been satisfactory and with the current team of teachers, who are well qualified and experienced, there is a capacity to improve much further. Commitment is strong to improve, fully implement the National Numeracy Strategy and improve resources.

### ***Numeracy***

87. Standards of numeracy are good overall. In mathematics, activities to strengthen numeracy skills feature in teachers' lesson plans but there is no co-ordinated approach among teachers in the department. Plans are in hand to develop a whole school strategy to improve students' number skills across other subjects. Training of teachers has already taken place and is having a beneficial effect in some subjects.
88. In geography, although standards are weak in Year 7, by the end of Year 9 students understand and use data well to produce simple graphs. In Years 10 and 11, students collect and interpret data effectively, as they do in science. The standards achieved in design technology are mixed; the department's handbook includes useful reference to numeracy, for example, to tally results, use charts and graphs, linear measures, scales and formulae. Younger students found weighing in small quantities difficult, however; the divisions on the scales in use were not helpful. Older students are able to interpret and draw nets of simple 3-dimensional shapes such as cuboids and triangular prisms. Most subject departments have yet to include numeracy in their overall planning, but opportunities arise for students to practise and use mathematical ideas, for example, about shapes and proportions in art, counting and measures in modern languages. Teachers help students cope with numbers and mathematical ideas as the need arises. However, this takes time in lessons and because no uniform approaches are adopted, as noted in science, opportunities are missed to reinforce students' learning.

## **SCIENCE**

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

### Strengths

- Students are supported in their learning because teachers plan well and are supported by clearly designed schemes of work which provide all teachers with clear guidelines and expectations
- Relationships among teachers and students are very good and promote effective collaborative learning
- Students' positive attitudes to learning are most impressive and promote excellent learning

### Areas for improvement

- Assessment of students' work is inconsistent and needs to be developed to help teachers and students to recognise ways in which they can improve the standards achieved by all
- Limited resources prevent students from developing confidence and a wide variety of skills in conducting practical investigations

89. In 2002, the results in National Curriculum tests at the end of Year 9 were above the national average. Results in 2001 had been even better: they were well above the national average. While boys perform slightly better than girls in the Year 9 tests, the overall progress of both boys and girls is very good, from levels of attainment on entry which are a little below average. GCSE results are well above average. They exceed significantly the school's expectations based on assessment information available and have improved over the last three years. Both boys and girls achieve very well, although boys achieve slightly better results than girls. However, none of the very highest grade (A\*) has been achieved.
90. The progress of students in their written work and lessons is generally good across Years 7 to 9, after an uneven start in Year 7, where standards of written work are variable and hold some students back. Teachers develop students' thinking and problem-solving activities. Year 9 students, for example, were observed creating their own Periodic Table and they achieved very well. They could explain clearly the benefits of sorting elements into groups according to their properties, including boiling points and physical characteristics. Such success is underpinned by teaching which is skilful and imaginative. Standards at the end of Year 9 in lessons are above average.
91. Students continue to progress well in lessons in Years 10 and 11. By Year 11 students' practical skills are more secure, despite limited earlier experience of investigation and experimentation because of resource limitations. Attainment in lessons is good and students show considerable inquisitive interest and sound ability to predict results based on hypothesis. In examining the behaviour of elastic under load, they are able to correctly explain the theory behind the elastic limit, and link this concept to the building of contemporary buildings. Achievement in Year 10 is slightly stronger amongst students who have attended the school throughout their secondary career, because of the positive influence of continuity in teaching.
92. Literacy skills are beginning to be addressed, and in class, students read aloud well, with expression and understanding. Teachers provide support for the small numbers of students who need help with vocabulary, using prompt cards displayed in laboratories, although in some cases these are too small to be visible from a distance. Care is taken by teachers to ensure that students understand key general and scientific words. However, the correction of basic errors in spelling and grammar is often lacking until Year 10. Numerical skills vary dramatically within and across the year groups. No uniform approach is adopted to dealing with specific skills, such as graphical representation of data. Teachers often assume that such skills are taught in other subjects, yet weaknesses hold back the progress of some students in science lessons. The application of information and communication technology to enhance scientific learning is limited to the use of word processors and commercial software for the presentation of information. Students of all abilities generally make good progress. They help each other and specialist support is directed appropriately to particular students. Although the great majority of students cope well with English, the few students who do experience difficulties are helped by the teacher, or other students, and progress well overall.
93. Teaching and learning are good: teachers are enthusiastic about science. They deliver lessons based on good schemes of work in which learning objectives are clearly delimited within a sensible and achievable time. In part, plans ensure that the most able have additional learning opportunities and that students of all abilities can achieve well. Good relationships among teachers and the students underpin the work of this department and engender an environment in which the students are confident about asking questions. Respect is mutual: a comment by a Year 11 student about the size of the blood vessels entering and leaving the heart led to a constructive debate about issues of heart disease and the influence of smoking on the cardiovascular system. While teachers give helpful guidance to students in lessons and make effective use of questioning to check their understanding, marking is too variable in quality and little use is made of target-setting. The head of department is aware of this and has plans to address this weakness. The gains made by this department over the last few years reflect the strong leadership and management provided by the head of department. Managing a department in which resources are limited because of the small size of the school has not been easy: however, planning is good with clear priorities, successful strategies have become established practice and the department is well placed to meet future challenges. Textbooks and library books are limited

and constrain learning. Accommodation has improved recently but is heavily used. Technical support is effective.

94. Science has not been inspected previously. However, evidence indicates that it has made significant progress in the last three years. The quality of learning has greatly improved with much greater emphasis on practical work, results have improved and progress is set to continue because leadership, management and planning are good.

## ART AND DESIGN

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

### Strengths

- Students achieve very well in examinations: GCSE results are well above average
- Teaching is a strength, generating enthusiasm and hard work
- Students in Years 10 and 11 are encouraged to pursue excellence and the most able develop their own styles
- Creativity is enriched through many links with students' own cultural heritage

### Areas for improvement

- The use of information and communication technology as a creative tool
- The linking of assessment to the National Curriculum in Years 7 to 9

95. Students' attainment by the end of Year 9 matches national expectations: students achieve well. GCSE results at the higher grades (A\*-C) are well above the national average, and have been consistently good over the last three years. This represents very good progress. Students with special educational or language needs progress as well as the rest. Provision in Years 10 and 11 is based on helping each student pursue excellent standards. Directly observed drawing is well developed, including the use of charcoal, from Year 7 onwards. Pastel and paint work is strong and two-dimensional relief and three-dimensional work are built into the curriculum and delivered at a high standard. A significant strength is the way in which students celebrate their own cultural heritage in their art work, using Indian architecture, decorative motifs and colour, especially in work in Years 10 and 11. Students are able to talk fluently about their work. The most able students develop their own styles. Some very exciting work was seen, including two large-scale decorated pots and a delightful decorated glass vase by a Year 11 student.
96. Teaching and learning are both good in Years 7 to 9, with much that is very good; in Years 10 and 11 they are consistently very good. Teaching is characterised by high quality relationships so that students are secure and confident learners. Class management is efficient and unobtrusive. Lessons are well planned and prepared. Questioning is used well to assess students' understanding and help them to improve. Comments in lessons are well focused, enabling students to overcome difficulties and build on their strengths. Year 7 were helped to improve their still life drawings by comparing their styles with that of Rousseau and Year 8 improved their understanding of portraiture by learning about Van Gogh. Teaching is wholly dedicated to helping students do well, and conveys much enthusiasm. Teaching is often inspiring as observed, for example, when Year 11 students were making links between different art forms, such as Japanese, and their own cultural heritage. Students learn to observe keenly and analyse composition. They develop understanding of colour, form and texture and learn how to handle a good range of media. Above all, they learn to improve through practice and constant refinement.
97. Student response is excellent throughout. Year 7 students arrive bubbling with enthusiasm and in all years keenness, enthusiasm, intensive listening, concentration and rapt attention are seen. While learning is treated seriously, in the best lessons there is a sense of fun and delight linked to hard work. Students are very proud to reflect their cultural heritage and identity in their work.
98. The curriculum is broad and balanced, with appropriate reference to world, historical and contemporary art movements. Students have opportunity to explore a good range of art media but information and communication technology is underused as a creative tool, because no appropriate software is available. Homework is effectively used. Assessment, while good, needs refinement to include clearer criteria for success and links to the National Curriculum in Years 7 to 9. Leadership and management are very good, with evidence of vision linked to efficient planning. Display is well used to celebrate and inspire. Progress has been consistently good over many years, and the new teaching space is supporting even higher standards.

## CITIZENSHIP

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

### Strengths

- Citizenship has been introduced very successfully and is co-ordinated well
- Students progress very well in developing skills of enquiry, participation and responsibility in response to very good teaching
- Opportunities for considering issues are provided across the curriculum and supported by the school's strongly positive ethos

### Areas for improvement

- The systematic development of aspects to do with government, parliament and the law
- Arrangements for monitoring the attainment and progress of students.
- Monitor the continued implementation of this programme

99. Standards overall are above average at the end of Years 9 and 11. In Years 7 to 9, students progress very well in developing the skills of enquiry, responsibility and participation in citizenship issues. So, for example, in discussion about access to national parks, Year 9 students considered issues carefully, contributed to discussion and justified their views with reasoned argument. They gain appropriate skills in many subjects. In English, Year 9 students were observed making presentations which had developed from a topic on *Macbeth*. The students had worked hard to present telling arguments, considering moral and social issues, and using statistics and images to weave them together coherently. Their attainment in these aspects of the subject is above average. The excellent provision for their personal development and the strongly positive ethos, rooted in their faith, cultivate these aspects of learning.
100. Students' skills of enquiry, responsibility and participation develop further in Years 10 and 11. Topics in history, for example, help students to interpret information and evaluate sources of evidence. In a Year 10 history lesson observed students made good progress in evaluating *controversy*; they critically evaluated views and expressed opinions in class debate. Similar opportunities occur across the curriculum. In science, Year 10 students were observed debating issues about genetically modified crops and the implications of their use. They referred to the results of surveys and their presentations and progressed well. As lower down the school, excellent provision for their personal development and the strongly positive ethos enable them to progress well in these aspects of citizenship. Opportunities to take responsibility - in the school council, teams and the library, for example - further assist their development.
101. Students have very good understanding of the origins and implications of diverse people, and the need for mutual respect and understanding, as well as about wider issues and the challenges of global interdependence and responsibility. The aspects of citizenship which are less securely developed are those to do with government, parliament and the law, although parts are covered in some subjects, for example in history. Because these aspects are not learned by all students, overall progress and standards are good, rather than very good.
102. Inspection evidence is that the quality of the teaching of citizenship is very good. Teachers are very well prepared for their lessons, and students respond very positively. They are encouraged to take an active part in the lessons, and there are many instances of students becoming very involved in the discussions and putting forward their own views with much conviction. For example, a group of Year 9 students in geography were observed very forcibly putting forward their views on how the environment can be improved. In a Year 11 personal, social and health education lesson, students were discussing how they could adapt a system of mediation, which a speaker from India had explained to them, into the life of the school. The all-pervading ethos of the school, and respect for *sewa* (selfless service to others) ensures all students practise aspects of citizenship in many facets of their everyday lives.
103. The organisation of citizenship is being ably managed by the subject co-ordinator. She has conducted an audit of the programme of study for citizenship across the curriculum which revealed that many aspects are being covered in personal, social and health education, tutorials,

Sikh studies and assemblies as well as in history, geography and other lessons. Teachers are supported by an impressive list of outside speakers including representatives of agencies for children suffering from leukaemia and for the plight of the impoverished in the Punjab. The co-ordinator has gathered a large bank of resources and teaching aids that has ensured the successful introduction of the subject. Arrangements for assessing students' attainment and progress are not yet in place. In order that this good introduction is continued a monitoring programme of how the subject is progressing needs to be implemented.

## DESIGN AND TECHNOLOGY

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

### Strengths

- High levels of attainment in GCSE examinations
- Very good leadership and management of the department
- A good system for monitoring and assessing the progress which students make

### Areas for improvement

- The attainment of students at the end of Year 9
- The provision of a specialist room for the teaching of graphics and resources for computer-aided designing and making
- The permanent appointment of a full-time, qualified teacher of the food technology

104. In 2002, results of teacher assessments at the end of Year 9 were well below the national average. However, the 2002 results were better than in 2001 when results were even lower. The majority of students enter the school with little previous experience of the subject and low levels of attainment. The results therefore represent satisfactory progress. Difficulties in recruiting full time qualified staff have affected the progress of students because of lack of continuity in their learning.
105. In 2002, GCSE results were high and much improved on 2001, when they were a little above average. In 2002, boys attained more highly than girls. Although numbers are fairly small, the results represent high achievement by students who enter the school with fairly low levels of attainment. The majority of students achieve results which reflect well on their ability.
106. Standards in lessons and work seen in Years 7 to 9 during the inspection were broadly in line with national expectations. Work by Year 7 students was below that expected, but better work was seen in Years 8 and 9. As a result of greater experience, and some improvements in staffing, students in Year 9 are in line to achieve average standards by the end of the year; their progress has been satisfactory. In Years 7 to 9, girls tend to produce design work which is better than that produced by boys, but the difference is less marked in examination groups. In resistant materials, Year 9 students show talent in devising design ideas, as seen in their designs for torches and in their application of graphic skills to design appropriate packaging for them. However, students in food technology, show less confidence when doing practical work because they do not have the necessary background of knowledge and skills. Their progress has been affected by changes and some gaps in teaching. In Years 10 and 11, overall standards of almost all students meet national expectations, and many students attain standards which are above expectations. Progress is good in these years. Many students make effective use of information and communication technology in their course work. The standards achieved by Year 11 students currently preparing for examinations indicate GCSE results are likely to be about as good as in 2002. The improvement is due to well planned schemes of work and teaching that is clearly focused on requirements.
107. The quality of teaching is satisfactory overall, often with good features. Lessons are well planned, and proper consideration has been given to ways in which the needs of all students in a group can be met. Planning of work that students do is highly detailed and this is helpful to staff who lack specialist expertise. In Years 7 to 9, teaching was good in about a quarter of the lessons seen, and satisfactory in the remainder. In Years 10 and 11 teaching was more frequently good - in

about half of the lessons seen. When learning was good lessons were well planned, proceeded at a brisk pace, and a suitable range of teaching methods was used. In a Year 8 resistant materials lesson observed, effective techniques were used to check how well students had learnt the subject matter from the previous lesson. In this lesson students were able to apply their knowledge of mechanisms to the design of a mechanical toy. Students worked effectively in pairs to produce the design specification for the toy and, following a clear demonstration by the teacher, were quickly able to draw simple shapes in isometric projection. High standards are set by teachers and these are achieved by the majority of students. In the Year 11 graphics groups, students were able to explain clearly their use of information and communication technology and how this would be used to enhance and extend their work. Most students make good progress in learning with no significant differences in the work of higher attaining students and those of middle ability. Some lower attaining students have difficulty in remembering things from previous lessons and in making further progress, but they are effectively assisted by teachers to move forward. In some food technology lessons, not enough work was planned to occupy students who finished their practical work quickly and some time was wasted. Homework is used effectively in all years, mainly to support design work, but some students do not always give enough time to complete homework tasks.

108. The department makes a good contribution towards the development of students' skills in literacy and numeracy and to their spiritual, moral social and cultural development. Some good use is made of information and communication technology in Years 7 to 9, and very effective use by GCSE students. Currently the department lacks the facilities for computer-aided designing and making and these need to be provided to allow the programme of study to be fully covered. Staff provide many opportunities for students to work in the department outside of normal lesson times but other opportunities for extra curricular work are limited.
109. Leadership and management of the department are very good. The head of department has made very good progress in establishing the subject in the last two years. Progress has, however, been hampered by the difficulties which the school has had in appointing full time specialist staff. The scheme of work is planned in detail and covers all parts of the programme of study for the subject. While clear and very supportive for non-specialist staff, there is a need for the department to consider the balance of activities and to allow for more open-ended design and make tasks. A good system for assessing and recording the progress made by students has been introduced. Resources for the subject are good, apart from the lack of equipment for computer-aided designing and making. The two rooms are bright and cheerful, and are well equipped, but there is a need for a specialist graphics room.

## GEOGRAPHY

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

### Strengths

- Attainment and achievement have improved markedly under new management: teaching and learning are much better
- Lessons are planned well with clear objectives to ensure that students make good progress
- Students' work is marked and assessed very thoroughly in line with National Curriculum and GCSE standards
- Very good teaching helps to improve literacy skills and develop a wider understanding of social and moral issues

### Areas for improvement

- Completion of the new schemes of work and availability of a wider range of books, maps and other resources to support the curriculum effectively

110. Inspection evidence is that attainment in geography by the end of Year 9 is in line with national expectations. This indicates very good achievement because the students currently in Years 8 and 9 had an unsatisfactory start to their geography courses in Year 7. From the beginning of the summer term of 2002 students have made very good progress because they have been taught



very well. They are now catching up and improving their basic skills such as using maps and collecting and organising data. In addition, they are covering in appropriate depth the required units of work of the National Curriculum. The current Year 9 students, for example, are examining aspects of world economic development and trade. Their well-directed studies use up-to-date source material to help them understand important contemporary issues such as sustainable development, fair trade, cycles of poverty and the use of child labour in developing countries.

111. The results of teacher assessments at the end of Year 9 in 2002 were in line with national expectations. The assignments completed by students in Year 8 and 9 and the work seen in lessons during the inspection suggest that standards are likely to improve in the future. Although students have some gaps in their geographical knowledge, examples of good detailed studies have been completed by Year 9 students. Assignments such as the study of the one child policy in China and the writing, in newspaper style, about the Kobe earthquake have been completed to a good standard. There is no difference overall in the performance of boys and girls. The few students identified as having special educational needs make similar progress to the rest.
112. The attainment of Year 11 students is also near to the national average. The students in Year 11, preparing as the first group in the school to take the GCSE examination, have achieved well overall. They have overcome some of the difficulties caused by lack of specialist teaching and changes of staff in previous years and have shown increasing determination to succeed under the guidance of the new head of department. Students in Year 10 have made a good start to their GCSE course. Their completed work at this stage indicates that they are likely to achieve GCSE grades somewhat higher than the national average. The difference between the two year groups can be seen in lessons. In Year 11, for example, in the unit of work on climate, environment and people, the students can find and understand reasons for British holiday makers preferring to visit Mediterranean seaside resorts rather than those in north west England. However, most do not have recall of the different characteristics of a temperate and a Mediterranean climate as might be expected at this stage. The essential background information has to be filled in by the teacher. Year 10 students, in contrast, have started the course with a specialist teacher and show much more self confidence. A sample of completed studies by Year 10 students on *Tropical Cyclones in Bangladesh* indicates work of a high standard. This represents very good achievement in researching information, selecting and organising the data and presenting the findings very clearly.
113. The teaching of geography is very good. Lessons are planned carefully to use time productively and to ensure that students learn effectively both within the lesson and in their homework. They make very good progress in developing their geographical skills and knowledge, as well as their wider understanding of citizenship and moral and social behaviour. Students in a Year 8 lesson, for example, made very good progress in consolidating their understanding of some of the main geographical and political factors contributing to population migration and the world-wide movements of refugees. The topic also confronted students with important moral and social issues which impinged on their own lives and experience. Purposeful and productive use is made of information and communication technology. Almost all project work includes information collected from web-sites. Homework often includes a reference to a web-site to provide valuable back up information for students, as observed when Year 9 students were asked to research information on industrial development. Students are enthusiastic and determined learners. They respond well to their teacher and take pride in their work.
114. Although the school has not been inspected previously it is clear that teaching and learning in geography have improved in the last twelve months. The new head of department contributes well to the development of students' English language skills and their confidence by highlighting new vocabulary on the board, by modelling clear sentences in speaking to the class and by encouraging a range of different reading and writing activities.
115. The subject is now very well led and managed. A very good assessment scheme for geography in Years 7 to 9 has been introduced since September. This involves careful marking of students' work and the assessment of completed project work to National Curriculum levels together with a grade to reward the student's effort. GCSE assignments and course work are also marked rigorously in line with potential grades. Students understand the systems and say they are encouraged to try to attain the highest levels possible. The head of department is developing a

new curriculum that embraces fully the National Curriculum and GCSE requirements and meets the needs of geography learners who may have missed some important ground work earlier in their school life. This will include the development of local observation and fieldwork, including a potentially interesting link with a country park initiative on land adjoining the school.

## HISTORY

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

### Strengths

- Standards are above average at the end of Year 11
- Good and enthusiastic teaching encourages students to try hard and achieve well
- Students are developing a good sense of chronology and improving skills of historical enquiry
- History contributes well to students' spiritual, moral, social and cultural development

### Areas for improvement

- Balance between factual understanding and historical skills
- Greater consideration of independent and research-based learning
- Extra-curricular provision to enhance depth and breadth of understanding
- Choice of topics to make history more meaningful to students

116. The overall standard of work of Year 9 students seen during the inspection was at the nationally expected level. Students have a sound knowledge and understanding of different periods of history. Year 9 students are developing a satisfactory sense of chronology through the learning of key events in history and their cause and effect and they are arriving at their own judgements. Higher attaining students, for example, were able to discuss and justify their own points of view both orally and in writing about the opposition in Russia to the Tsar, at the start of the twentieth century. Lower attaining students, while able to make good oral contributions, had more difficulties in expressing ideas in writing.
117. The take-up of history as a Year 10 option subject has been inconsistent and last year's GCSE result, for one student only, while a good grade, is not statistically significant. Previous results had been close to the national average. In Year 11, the standard of work seen was above the national average. In lessons, there is no significant difference between the attainment of boys and girls, although girls have done better than boys in GCSE examinations in recent years. Students have a good grasp of events, people and changes in the past. For example, in a lesson observed, it was very clear that they know and understand the causes of the Nazi rise to power and why the Weimar republic was weak. However, their skills of doing personal and independent research, to enquire and to interpret are not as well developed.
118. All students including those with special needs achieve well overall from Years 7 to 11 and they make good progress in lessons. They become more confident in recalling historical facts such as the treatment of Jews by Edward 1 and different systems of government such as communism, Nazism, fascism, monarchy and feudalism and how they have influenced people's lives in the past. Observation of lessons and the analysis of students' written work over time show that they do not always fully understand key historical terms or the importance or reliability of historical sources as evidence. The more able, and girls especially, concentrate better on their work and their responses to questions are more detailed. They can appreciate the complexity of historical issues and can relate events from the past to the present but are less confident at analysing, interpreting and doing independent research. Very little use is made of information and communication technology in course work or in teaching.
119. Teaching is consistently good, which enables students to learn well. In the lessons observed, teachers show very secure subject knowledge. They teach with a good pace and enthusiasm which is catchy and helps students to develop interest, improve focus and concentration. Basic literacy and numeracy skills are also taught, such as the learning of key words and their meaning, reading, writing and discussion and the use of timelines. Most lessons are well managed with the staff ensuring a good learning environment. Good use is made of textual resources but there is little evidence of the use of information and communication technology. Homework is set to consolidate and extend learning. The quality of marking is consistent with guidance or helpful comments about how to improve. Students' attitudes, behaviour and personal development are good. They are keen to learn and their relationships with each other and with adults are good. The teaching of the subject makes a very good contribution towards the spiritual, moral, social and cultural development of students and citizenship. For example, the

study of the life of Jews during medieval times, and their treatment under the Nazis, gives students a good understanding of society and moral issues of human rights and they apply these issues to contemporary situations.

120. Leadership is enthusiastic. The subject is managed very well with a scheme of work which incorporates planning and monitoring. Steady improvements have been incorporated into the scheme over recent years and it complies with the requirements of the National Curriculum. However, parental concerns about its relevance to the needs of students of this community so that it is more relevant and meaningful have not yet been addressed. There is little extra-curricular provision, such as visits to places of historical interest, to enable students to develop a deeper understanding of the subject.
121. More students are being encouraged to take up history as a GCSE option. There is a specialist history room, where all history resources are kept and artefacts and students' work displayed. The range and quantity of books and other resources for history both in the library and in the rooms used for teaching are adequate.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in information and communication technology is **good**.

### Strengths

- Provision of lessons for all years, including opportunity to gain a vocational qualification from Year 8 onwards
- Teaching, which is good
- The leadership and management of the information and technology department
- Recent improvements in the number of computers is well above average for a school of this size. The system is very well managed providing an excellent learning resource

### Areas for improvement

- The use of information and communication technology in a small number of subjects
- The use of technology to measure and respond to changes in conditions through the appropriate use of data-logging equipment

122. From a low point three years ago, GCSE results for information technology have risen to above average in the last two years, despite the poor level of resources which existed until recently. The performance of boys was better than that of girls in 2001 but there was no significant difference in 2002. Students achieve well. Work was also sampled in business studies in which recent results have been below average.
123. In work seen during the inspection attainment in Years 7 to 9 was above average overall, in line with teacher assessments with some very good work in lessons, particularly in the new intermediate level vocational course which has started in Years 8 and 9. The best work was seen in Year 8 which is the first group to have the full benefit of the significant improvement in information and communication technology provision, coinciding with their arrival in the school. In a very good Year 8 lesson students made very good progress in many aspects of spreadsheet work. Very good teaching with careful attention to the use of number, enabled students to understand requirements and then work out for themselves a range of spreadsheet formulae for use in a business context. Students progress well.
124. Students continue to progress well in Years 10 and 11. Inspection evidence indicates that their attainment in Years 10 and 11 is above average overall, although the range of information and communication technology competence is wide, reflecting the more limited opportunities which these students had to use information and communication technology in earlier years. In a Year 10 lesson, students working towards an intermediate level vocational qualification were able to make effective use of a computer simulation. This enabled them to configure various software applications for specific users by changing settings to suit different tasks which might be undertaken. Later in this lesson, students produced some thoughtful and perceptive reviews of websites. There was no evidence of a significant difference in attainment between boys and girls

in any year group. In a business studies lesson observed students were progressing very well in response to very good teaching. Their attainment was above average and much better than results would suggest.

125. A significant factor in the progress made by students is their very good attitudes towards their work. They maintain high levels of concentration during lessons. Students of all abilities are keen to produce work at as high a standard of as they can. They are very responsive during whole class sessions and the more able students show a high level of initiative in making the best use of advice and resources. In Years 10 and 11 attitudes are often excellent and students are able to collaborate very effectively in groups. Particularly good attention is paid to examination coursework and much time is spent at home or with school resources outside lesson times in planning, refining and improving work.
126. Teaching in all years is good overall and a significant proportion is very good. Lessons are very well prepared and based upon detailed schemes of work, which are used effectively by the whole department. Teaching meets the needs of all students. Work is challenging, especially on the vocational course in Years 8 and 9. Activities planned so that students of all abilities can learn and excellent computing resources enable all students to make good or very good progress in relation to their abilities. Small groups are organised in both Years 10 and 11 for students who need more individual attention. The management of students is very good which results in a working atmosphere which is both supportive and productive and ensures that best use is made of time and resources. The assessment of students' work is very thorough; it meets examination course requirements in Years 8 to 11. Students know how well they are doing and what they need to do to improve.
127. Very significant changes have taken place in provision for, and management of, information and communication technology in the last year and a half as a result of commitment by governors and senior managers to improve information and communication technology. The department is very well managed. The new head of department has been in post for just over a year and has successfully overseen the completion of three well equipped information and technology suites and clusters of computers in a number of subject departments. The learning resource centre is well equipped with computers and there are plans for more. Curricular development has been well planned including the ambitious and successful introduction of the vocational course at intermediate level, which begins in Year 8 after students have been well prepared with basic skills in Year 7.
128. Information and communication technology has a very high profile in the school and many subject departments are regular users of the information and communication technology rooms and their own computers. For example, information and communication technology is very well used in English, and well used in business studies, design and technology, geography, and music. There is scope for more use in science and art. Teachers have access to a wide range of software and good Internet access. Scope still exists in some subjects for more consistent use of information and communication technology. In particular the use of information and communication technology to measure and respond to change, using data logging resources needs to be developed. A thorough audit of the use of information and communication technology across the curriculum is planned in order to ensure that all students have appropriate experiences in other subjects in addition to their information and communication technology course. A very effective full time network manager ensures resources operate reliably and meet the needs of teachers and students. Great strides have been made in the recent past and the department has good capacity to promote further use of information and communication technology to enhance teaching and learning in the school.

## MODERN LANGUAGES

### French

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

#### Strengths

- All students achieve well; attainment is above average by Year 11
- All students study French in addition to Punjabi
- Teaching has a strong focus on meeting examination requirements

- Marking gives good guidance on how to improve

#### Areas for improvement

- Students find the work hard, sometimes affecting their attitudes and application
- Slow pace and lack of variety in activities mean that little learning takes place in some lessons
- Homework is not used well to reinforce learning
- Monitoring of teaching and learning is not rigorous and lacks impact on planning for the future development of the subject

129. Teachers' assessments for 2002 show standards at the end of Year 9 to be well above average, with boys doing equally as well as girls. In lessons and other work seen, standards are not as high as reported. Many higher-attaining students exceed national expectations, but attainment is average, overall. This represents good achievement for all groups of students, including those with special educational needs, with boys continuing to do as well as girls. Students acquire new knowledge steadily from Year 7, and learn past and future tenses in Year 8. Progress slows in Year 9, where there is an emphasis on consolidating learning to match National Curriculum levels. Higher-attainers do regular continuous writing, redrafting descriptive paragraphs and are beginning to incorporate tenses and opinions in short accounts. They speak briefly, but without confidence in their accuracy or pronunciation. Some girls are very difficult to hear. Average and lower-attaining students also work with tenses, but write and speak more briefly and less accurately. They do less continuous writing and more practice exercises. Most students know enough vocabulary to understand important details in written and spoken French. However, evidence suggests lack of application in learning homework in the early stages, leading to difficulties when the work demands greater depth of comprehension.
130. GCSE results at the higher grades (A\*-C) in 2002 were well above the national average. Girls did slightly better than boys, but the difference was much less than nationally. So far, no students have achieved the highest grades, (A\*, A). With more students in Years 10 and 11, and a greater range of ability, inspection evidence shows standards to be lower, but still above average. Considering the unevenness of provision for these students from Year 7, they all achieve well, responding to effective examination preparation. Knowledge of vocabulary and language structure is increasingly secure, and comprehension skills are well developed. Most students deduce meaning from context in both listening and reading tasks. Speaking is the weakest skill, with few able to take initiative or develop answers beyond a few simple sentences. Pronunciation is often weak as students rush their delivery and lack intonation. However, when they take time to think, they do better. This is particularly true in written coursework, where they research topics and redraft, often by word-processing their work. This helps students of all abilities to reach good standards in content and accuracy. Higher-attainers enhance their work by using more complex phrases and structures, in accounts of past holidays, descriptions of the local area and school uniform, and in considering environmental issues such as the greenhouse effect.
131. The quality of learning and teaching is satisfactory overall, with some good teaching in Years 10 and 11, and few instances of teaching which is less than satisfactory. The main strength in teaching is the focus on national criteria in Years 9 and 11, through which students learn the language necessary to access higher grades. This is particularly well supported by constructive marking, which provides points of reference and gives good guidance on what to include to improve further. A Year 10 class made considerable progress in asking and answering questions about a recent holiday because the teacher provided clear models, allowed them to develop their own ideas, and gave helpful oral feedback. Although examination priorities are achieved, this is to some extent at the expense of enjoyment of the subject. Students find the work hard in learning a third language, and attitudes to learning French, while satisfactory, are not as good as seen in other subjects. Students tend to prioritise core subjects. Most students behave well, but there is some restiveness and lack of attention when the work does not engage them actively, or has too academic a focus. Planning for individual lessons does not include sufficient variation in tasks, and rarely challenges students to use language independently of the teacher. Time is not well managed in some lessons, so that planned activities are squeezed out as others take longer than expected. This can lead to unnecessary problems for class management, as students become bored. In addition, there is a tendency to tolerate shouting out as the means of response. This leads to noisy situations in which learning is limited, and passive students are not involved, as observed in a lesson with Year 7 students who made little progress in learning about masculine and feminine words.



132. Teaching of basic skills is satisfactory. Students have opportunities to use computers to word-process and to prepare presentations using information technology. They compile graphs to show survey results. The focus on communication skills improves their literacy. Teachers have good knowledge of their subject, but the impact on learning is diluted when they use English. Expectations are generally appropriate in the challenge of work set, though there is no clear planning to match work to the needs of individual students where there is a range of ability within a teaching group. Homework is set, but is not extensive and rarely offers students the opportunity to experiment with language, to show what they can do. These factors partially explain the lack of success at the higher grades. A little use was seen of overhead projectors, cassette and video players, but students do not have opportunities for independent reading, since there are few readers available in the department, and none in the library. A foreign language assistant has been appointed recently. Where she is deployed to work with individual students, this improves their oral skills.
133. Management of the subject on a day-to-day basis is satisfactory. Progress has been made in adapting schemes of work to include new requirements. However, there is no systematic monitoring of teaching and learning in the subject. The school's assessment procedures are followed, but these do not supply data on performance in the separate skills of speaking, listening, reading and writing. As a result, planning does not provide enough guidance on matching work to individual needs and contributes little to students' spiritual, moral, social and cultural development. There is no enrichment through extra-curricular activities, such as trips to France. Accommodation is cramped when the class size is large, limiting opportunities for energetic learning activities. Despite recent improvement in textbook provision, most students cannot take a book home. Overall there has been satisfactory improvement over recent years, with a clear need to improve some aspects of provision to encourage more positive attitudes.

## Punjabi

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

### Strengths

- GCSE results are consistently above average, and girls achieve highly
- Students have a good grasp of Punjabi and use it well in their activities
- The very good teaching is well planned, enthusiastic and suitably challenging
- Students' self-esteem is high; boys and girls of all abilities learn very well
- Punjabi makes an excellent contribution to students' spiritual, moral, social and cultural development and to citizenship.

### Areas for improvement

- Boys' standards, particularly in the achievement of higher grades at GCSE
- Consistency in the use of information and communication technology across all year groups

134. Students make good progress to the end of Year 9 and their attainment in lessons, written work and teacher assessments is in line with national expectations, with a significant number (and mostly girls) exceeding it. By the end of Year 9, students have a reasonably good grasp of Punjabi in the four skills of listening, speaking, reading and writing. However, their listening and speaking skills are better than skills in reading and writing. They can engage in short conversations about different types of jobs and careers such as that of a teacher or a doctor, listen and respond to audio tapes well, show greater confidence in reading with expression and are applying basic grammatical elements in a variety of contexts. Standards of pronunciation are good. For example, in a lesson observed in Year 9, students read the key words accurately about jobs, translated them into English (for example, jeweller, postman, tailor, barber and teacher) and then constructed sentences about their work orally in standard Punjabi. Year 8 can name parts of the body and make a family tree. Year 7 can recognise and decode sounds and symbols, although they sometimes confuse letter sounds. They know the words for different rooms and types of furniture.

135. In 2002, the proportion of students gaining the higher (A\*-C) grades in GCSE was above the national average, and in 2001 all gained a grade G or better. In both years many more boys took the examination than girls. However, girls continue to achieve much better than boys. In Years 10 and 11 students are very confident about their skills in Punjabi. They express themselves well both orally and in writing. In a Year 11 lesson, they did short role-plays in pairs on going to see a film at the cinema and why a particular film is worth watching. Their use of Punjabi shows an increasing flexibility in the use of verbs, singular and plural, nouns and pronouns. Students are developing a sound understanding of present, past and future tenses. They are acquiring skills to write about holiday and leisure activities at some length. Overall standards in Years 10 and 11 are above average: students progress well.
136. Students have very good attitudes to learning and they show an appropriate range of oral and written skills. They are enthusiastic about the subject and many make rapid progress. Students work well on their own and with each other to practise conversation and to respond to tasks set by their teachers, with whom they have formed very good relationships.
137. The quality of teaching and learning is generally very good. In lessons observed, the teachers demonstrated very secure subject knowledge, used with enthusiasm and appropriate challenge to help students to do better. Planning is mostly clear and purposeful. Teaching methods and the organisation of classes are appropriate to the needs and abilities of students and help them to remain interested and focused, including those with special needs and who are gifted and talented. Expectations are high and clear goals are set for students to improve. There is a good balance between the four skills of speaking, listening, reading and writing, which enables students to develop the techniques and skills necessary to improve. Generally the atmosphere in classes is calm and occasional disruptions are dealt with effectively. Students' work is regularly marked, assessed and graded, particularly in upper years. A system of self-assessment by students has been introduced enabling students to assess their own work. The scheme of work for Punjabi is comprehensive and closely supports the requirements of the National Curriculum and the examination syllabus. The subject makes an excellent contribution to students' spiritual, moral, social and cultural development. Cultural and spiritual awareness is high, enabling students to have a high self esteem. Topics covered strengthen students' understanding of citizenship. Bilingual displays in Punjabi and English around the school are of high quality.
138. The leadership and management of the subject is good, supported by the commitment of the school to offer Punjabi to all students. Staffing is good and appropriate and the planning of resources is good. Recently the school has made software with Punjabi font available for students to use at home and to learn with their parents, a unique achievement by the staff to increase the effectiveness of teaching support for students. There are good displays of students' work in classrooms and the accommodation is adequate.
139. Since the school became maintained, the GCSE results have been consistently good, usually the highest in the school. The quality of resources has improved immensely. There is a large selection of Punjabi reference books in the library.

## MUSIC

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

### Strengths

- Students achieve well; composition is a strength
- Teaching and learning, which are good in Years 7 to 9 and very good in Years 10 and 11, where there is good focus on GCSE requirements
- The use of keyboards as a creative tool, especially in Years 7 to 9, and information and communication technology in Years 10 and 11
- Music plays an important role in the spiritual and cultural life of the school

### Areas for improvement

- The refinement of assessment in Years 7 to 9 to provide clear links with the curriculum

- The provision of a recorded evidence base of compositions and performances in Years 7 to 9
- More flexible accommodation including space for group work

140. Results of teacher assessments at the end of Year 9 in 2002 were below the national average and not as good as in 2001, when they were average. GCSE results in both 2002 and 2001 were below average although all students gained middle or higher grades, which represented good achievement for them. Students with special educational needs achieve as well as all others and for a significant number music provides their highest GCSE grade by far.
141. By the end of Year 9 students achieve in line with national expectations in lessons; they have progressed well. Some real keyboard fluency was heard from Year 7 students working on a pentatonic project, and improvisation in Indian music is having a very positive impact on keyboard improvisation in Year 8 melody writing. Year 9 students make effective use of rhythm, chords and melody in their compositions. The more able have a good sense of timbre, and develop and extend their ideas on keyboards to produce fluent, original compositions. Some have less secure understanding and the development of their ideas is limited. In lessons in Years 10 and 11 standards are about average, with some students doing well, particularly in Year 10. The use by students of keyboards to understand musical elements and devices, and computer software to improve their work, are strengths and help them to progress well. For example, a group of Year 10 boys produced an excellent composition including interesting polyrhythmic textures, based on the *samba*, using computer software to refine and improve their work. In the compositions of Year 11 students, elements of Indian, together with western, music are very well used in lessons. Most have little understanding of western notation and musical elements when they come into the school in Year 7 and their achievement overall is good, but even in Year 11 some have difficulty with western aspects of the listening test. Year 10 and 11 students are helped to improve their standards through regular Saturday morning classes.
142. Teaching and learning are good in Years 7 to 9, with many very good features. In Years 10 and 11 teaching and learning are very good. Teaching is characterised by very good relationships: student strengths and weaknesses are well understood. Students' response is very good in all years. Their concentration is total. Listening is intent and they are keen to answer questions. Their commitment and enthusiasm help to build a very positive learning atmosphere. Students are strongly supportive of each other, feel very secure as learners and are helped to take musical risks. Lesson planning, preparation and target setting are also good, and organisation and management are calm and efficient. Questioning is good, and feedback to students well focused and developmental; tight deadlines inside the lesson are well used. The teacher has good expertise, and her enthusiasm and commitment are strong. A very good feature of teaching in Years 10 and 11 is the clear focus on examination requirements so that students are well prepared for GCSE. Lower down the school assessment is not closely linked to the National Curriculum so students do not understand clearly what they have to do to meet requirements. Students make good progress in their learning. They develop their listening skills well and learn to improvise, discriminate and analyse compositions. The well-organised teaching enables them to progress well, using keyboards as a very effective tool for learning.
143. The curriculum, based on a published scheme, is broad and balanced, with appropriate world, historical and mainstream musical content. Very good use is made of information and communication technology in all years. Keyboards are unusually well used as a creative tool. Assessment is satisfactory: students understand how well they are doing and what to do to improve. However, refinement of assessment arrangements with links to the National Curriculum in Years 7 to 9 would give clearer targets for improvement. Little recording is made of students' compositions and performances. Leadership and management are good, with expertise and commitment as notable strengths. Music plays an important role in the spiritual and cultural life of the school, in daily assemblies when Indian instruments are played and regular concerts in which about one third of all students participate. Opportunities for instrumental lessons, including the sitar and tabla, are provided and being extended from September 2003. Accommodation constrains activities. It is overcrowded and there are no facilities for group work. Progress over the last three years has been good: music has become established as a GCSE subject.

## PHYSICAL EDUCATION

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

### Strengths

- Good quality teaching enables students to achieve well
- A good range of extra-curricular activities
- Leadership is strong and the department's contribution to the life of the school is growing

### Areas for improvement

- Accommodation, which is limiting student's activities and progress
- Opportunities, such as the Community Sports Leaders Award, for sixth formers

144. Students enter the school with a wide range of attainment and experiences that are generally below national expectations. At the end of Year 9 in 2002, teacher assessments showed the proportion of students achieving the national standard to be below that expected. Although inspection evidence supports these findings the attainment levels achieved by students in Years 7 and 8 indicate that significant progress is now being made and that standards are rising. In games activities many students demonstrate satisfactory levels of ball handling skills and spatial awareness, and are developing appropriate skills to enable them to compete successfully. Students understand the need to prepare for physical activity and are putting their knowledge into practice at the beginning of lessons.
145. Students continue to make good progress and by the time they are in Year 11 their attainment is at least in line with national expectations with some, particularly those in the examination groups, doing even better. Students are developing good skills in a range of sporting activities and are able to apply the skills they have practised into full game situations. Since September 2001 students have had the opportunity to take a GCSE examination in the subject. Large and enthusiastic groups of boys and girls have taken up this offer and the first examinations will be taken in 2003. They are developing satisfactory understanding and expertise in both the theoretical and practical aspects of the subject. They understand the importance of regular, safe exercise and activity and have satisfactory understanding of physiology. They make perceptive observations on how to improve performance and in a lesson observed Year 11 students used information technology effectively to present their coursework. Some students have offered dance as one of their practical activities for the examination and are able to demonstrate very good levels of performance.
146. Talented students are encouraged to extend their skills in school lessons, and with out of school clubs. Many school teams take part in a large number of inter-school matches and in spite of being a small school gain much success. A number of the school's students have represented Hillingdon in a variety of sports, and a few have represented the county.
147. The overall quality of teaching and learning is good. All the lessons observed were at least satisfactory, and the majority were good. Teachers have good subject knowledge and provide clear demonstrations and explanations. In lessons aims are made clear, content is appropriate and the relevant resources well organised. Relationships between teachers and students are sensitive and positive. Teachers expect that the students will work hard and behave well and invariably these expectations are met. Students' enjoyment of the activities is very evident; they work hard and try their best. They learn to evaluate their own and others' performance, and to show initiative and take the lead.
148. Although the poor quality accommodation limits the range of subjects that the department can offer, the curriculum is meeting the statutory requirements of the National Curriculum. Indoor accommodation is inadequate when the outdoor facilities cannot be used: large classes have restricted opportunities in the gymnasium. The provision of the sports hall the school is anxious to obtain would overcome this difficulty. Many staff give very freely of their time to provide a wide range of extra-curricular clubs. Students in the sixth form have the opportunity to take part in recreational activities and some regularly take up this offer, but there is no recognised course

available, for example, the Community Sport Leaders Award. Professional coaches are employed to teach judo, table tennis, golf and rugby classes.

149. Strong leadership and a positive ethos now characterise the management of the subject. The two specialist teachers work effectively together, support each other and show a strong commitment to their students and to the improvement of the department. The profile of the subject has risen considerably during the last few years. Recordings are now used effectively to help students analyse and improve performances. The GCSE has been very successfully introduced and comprehensive assessment procedures are now in place. Good quality departmental displays around the school effectively stimulate interest in the subject.

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

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

The table below shows entry and performance information for courses completed in 2002 and 2001 (the last year in which national comparative data are available).

### **GCE AS level courses 2002 (Year 13 and Year 12 students)**

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Accounting (Y13)	7	0	n/a	0	n/a	0	n/a
Information technology (Y13)	6	50	(71)	0	(12)	0.8	(1.7)
Accounting (Y12)	4	25	n/a	0	n/a	0.7	n/a
Biology (Y12)	9	100	(70)	0	(17)	1.9	(1.8)
Chemistry (Y12)	10	90	(66)	10	(15)	1.9	(1.6)
Design and technology (Y12)	5	100	n/a	0	n/a	2.2	n/a
English literature (Y12)	3	100	(83)	0	(20)	2.7	(2.1)
Information technology (Y12)	7	86	(71)	0	(12)	1.6	(1.7)
Physics (Y12)	4	25	(67)	0	(16)	0.3	(1.7)
Punjabi (Y12)	2	100	n/a	0	n/a	3.0	n/a

### **GCE A level and AVCE courses 2002 (2001)**

	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	4	100	(88)	25	(34)	6.50	(5.25)
Chemistry	5	100	(90)	60	(43)	6.80	(5.90)
Computer Studies	(4)	(25)	(86)	(0)	(23)	(1.50)	(4.62)
English Language	3 (3)	100 (100)	(92)	0 (0)	(30)	4.33 (4.00)	(5.28)
Mathematics	7 (2)	86 (50)	(87)	14 (50)	(43)	3.71 (5.00)	(5.80)
Punjabi	4 (4)	100 (100)	(93)	50 (100)	(56)	7.00 (9.00)	(6.84)
Information Technology AVCE	2 (4)	n/a	n/a	n/a	n/a	2.00 (15.00)	(9.97)
Science AVCE	14 (2)	n/a	n/a	n/a	n/a	6.71 (9.00)	(9.80)

## SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

### MATHEMATICS AND SCIENCES

#### Mathematics

The inspection covered in detail AS-level mathematics (pure, mechanics and statistics) provided in both Years 12 and 13.

Key skills elements of vocational courses include work on the application of number but there is no consistent approach across the school to the development of key skills and no links developed with mathematics for the application of number. In mathematics, students' standards of numeracy are good. Opportunities are used to develop mental number skills, for example, when substituting values in equations. Students are encouraged to use mental skills with straightforward numbers although many feel more confident when using calculators. Much practice with numbers and mathematical ideas is provided in science subjects. Students in physics cope well, for example, in handling equations, applying them in experiments and presenting their findings as graphs. Students handle numbers, data and graphs competently in chemistry and biology. In information and communication technology students cope effectively with mathematical ideas, for example, handling data in a variety of contexts, identifying variables and using spreadsheets to collect information and represent equations. The design and technology subject handbook contains some useful references and identified applications to number. However, students are insecure in calculating mentally and use calculators for easy calculations, for example, dividing 5.7 by 2 when drawing to scale; standards are below average.

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

#### Strengths

- Teaching is good; teachers have very good subject knowledge, plan lessons well and explain the work clearly
- Students' achievement in lessons is good
- Students' attitudes to learning are very good; they appreciate the help they receive from their teachers

#### Areas for improvement

- Continue to build on students' achievements in lessons to improve examination results
- Use assessment information better to help students reach their target grades

150. In recent years, A-level results have been mixed but represent satisfactory achievement for the individual students. In most years numbers of students have been few but in 2002, of seven students nearly all passed, although only one gained a high grade (A) and, overall, performance was below average.

151. Currently, Years 12 and 13 students are preparing for AS-level examination (not A-2 level). Standards of the work seen in lessons and in the students' exercise books were broadly in line with course requirements. In Year 13, standards in pure mathematics and statistics are satisfactory. Students have a sound knowledge of algebraic principles and develop skills, following the binomial expansion principle, to expand expressions such as  $(x+1)^4$ . Algebraic skills are also consolidated in determining composite functions. Mental number skills are good; for example, students effectively substitute numerical values in straightforward equations. Standards in Year 12, in pure mathematics and mechanics, are satisfactory. Students understand and use the method of differentiation in expressions but occasionally make elementary errors when using negative signs. In mechanics, students calculate competently, using either numbers or algebraic expressions. However, they often need the teacher's support in understanding how to make a start in answering past examination questions.

152. Teaching is good; students learn well in lessons. Teachers have very good subject knowledge and use this to carefully plan lessons; explanations are clear and students appreciate this. Teachers give of their time freely to support and guide students in their work. Students are keen to learn and are interested in the subject. Although most students find the work difficult at times



they persevere. Relationships among the teachers and the students are very good; they have a mutual respect for one another. This was illustrated in a well-managed and productive lesson in which the teacher had arranged for three students to prepare and explain Newton's Laws to the remainder of the group. This helped to promote their speaking skills as well as develop productive discussion within the group; all students consolidated their understanding of the laws. Students were also well supported by the teacher when applying their ideas to specific questions. Although students' work is regularly assessed there is no co-ordinated approach between the teachers in the department in the use of grades or comments.

153. Subject management is satisfactory; the head of department has been in post for under a year. Schemes of work are being modified and improved to take account of examination syllabuses and government initiatives, for example, the promotion of key skills. Students enjoy their lessons and appreciate the support and time their teachers give to enable them to understand the work better. Although numbers in the AS and A-level courses have been low there is a marked increase in the current Year 12 group. Assessment information could be used more effectively to help students work towards their target AS-level grades.

## Sciences

Chemistry was reported in detail, both the AS-level course in Year 12 and also the AVCE courses in Years 12 and 13. Lessons were sampled in biology and physics. Recent results in biology, at both AS-level and A-level, have been in line with national averages. In lessons observed, on both AS-level and AVCE courses, students were attaining in line with expectations. They were learning effectively in response to good teaching which was challenging and emphasised main points well. Recent results in physics have been low. The school has strengthened teaching arrangements but pending the appointment of a full-time physics teacher, students were being taught by several teachers, including after-school lessons by an experienced visiting teacher. Their progress in lessons varied but overall was satisfactory and best with the experienced teacher; they were attaining in line with expectations. It is anticipated that results will be better than in 2002.

## Chemistry

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

### Strengths

- Results are among the best sixth form results in the school
- The quality of teaching in chemistry is good, enabling students to learn effectively
- The curriculum is well planned and organised
- Relationships among students and teachers are very good, supporting an effective working partnership

### Areas for improvement

- Accelerate progress by increasing the challenge in AS-level lessons so students do as well as on the AVCE course

154. Students achieve well. Overall performance has matched, and sometimes exceeded, national averages in AS and A-level examinations. While AVCE results have been broadly average, they exceed students' predicted grades. Results in chemistry, along with Punjabi, are the best in the sixth form.

155. Standards are above expectations. In lessons, all students progress well, although those taking the AVCE course more progress more quickly, they are more confident in dealing with practical work and expressing and explaining what they are doing. Clear explanation by the teacher ensures that they have satisfactory understanding of organic chemistry and are able to handle predictions of chemical changes well. "OILRIG" provides a useful mnemonic to ensure that they are able to identify types of reaction and in general they can describe the processes involved. By Year 13, they are competent chemists, capable of posing questions involving the reactions of functional groups. Practical skills, however, are a little restricted, because of their earlier limited experience due to the cost of practical work.



156. The teaching of chemistry is good, with some very good features. The introduction of AVCE science has been a very successful development and provides for some students a continuing higher level of work in a style which they enjoy and at which they are successful. Teachers use their knowledge well to ensure that students on both courses acquire a sound understanding of nomenclature and an effective working knowledge of organic chemistry. Some students find it hard to adjust to sixth form work, to think for themselves and answer challenging questions. However, examples were seen of students starting to think independently as when a group of AVCE students realised the predictive significance of position in the Periodic Table, having worked out the oxidation numbers of elements.
157. Teachers use a range of teaching techniques, increasingly interspersing demonstrations and individual or group practical work within lessons, to link theory and practice. Some students are still at an early stage of understanding how to design practical work, while others are able to plan a course of action throughout and also analyse results effectively. The use of information and communication technology is limited and students appear to use information and communication technology more for the presentation of their work rather than as learning tool. Chemistry students receive good support from their teachers on both courses. They are aware that teachers are prepared to donate significant amounts of time to support their learning; many students take advantage of such opportunities. This is a strength of the department and helps to consolidate the good and effective partnership between students and teachers.
158. Leadership and management of chemistry within the science department are good. The introduction of AVCE science (with its chemistry component) is seen by students and teachers alike as a good and appropriate development: the course work element is especially valued by the students. Resources are adequate for the delivery of these courses, but some experimental opportunities are still constrained because of funding limitations. Students work in pairs sometimes, when individual work might be more appropriate at this level. Progress made over the last three years has been good: students enjoy their work and the predictions for future success are good. Much of the success of chemistry (and sixth form science more broadly) can be attributed to the clear direction and management provided by the relatively new head of science. The department is well placed to improve further.

## **ENGINEERING, DESIGN AND MANUFACTURING**

These subjects were not included in the detailed inspection of the sixth form. The school provides AS-level design and technology. Recent results have been satisfactory. While no high grades have been obtained, all students have passed (which is more than nationally). In lessons sampled, students were achieving satisfactorily in response to effective teaching. Course work was of high quality.

## **BUSINESS**

Business studies at AS-level has been introduced in response to student demand; there are no recent results. Work was sampled during the inspection. In lessons, students progress well in response to good teaching. Attainment is above expectations and indicates good future examination results.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The focus of this report is on AS-level and AVCE courses in information and communication technology. Sixth formers use information and communication technology in all their other subjects. Many have not had the benefit of systematic teaching in information technology since the installation of the school's very good computer system, but most are making effective use of the technology to search and select information and present their work. Students in the science AVCE course cover key skills requirements satisfactorily.

## Information and Communication Technology

Overall, the quality of provision in information and communication technology is **good**.

### Strengths

- Students progress very well in lessons: standards match course expectations
- The very good teaching is challenging and providing the support individuals need to learn effectively
- Effective use of assessment to help students understand what they need to do to improve
- Resources are of good quality and well maintained
- Leadership and management are very effectively raising standards

### Areas for improvement

- Results in information and communication technology examinations
- More opportunities for students to make presentations and lead discussions in lessons

159. Recent results for sixth form courses reflect arrangements before the current department was established. The examination results do not represent the current effectiveness of learning and achievement in information and communication technology at the school. Information and communication technology examinations have been taken by very small numbers of students at GCE AS-level with even smaller numbers taking the AVCE course. Results at AS-level were below average in 2002 and there were no higher grades. The results for Year 12 students, most of whom achieved at least a pass grade, were better than those in Year 13, half of whose results were unclassified. Both of the AVCE candidates achieved a pass grade. Student numbers were lower in 2001; all passed A-level examinations although no high grades were achieved.
160. The last year and a half has seen very significant developments in information and communication technology at the school. These include the appointment of experienced teachers, including a head of department, the acquisition of new information and communication technology resources including hardware with the creation of a number of new information and communication technology suites and the installation of a wider range of software, including computer-based learning resources as well as new text books. The curriculum has been streamlined and all students now follow the AVCE course in information technology.
161. The work of students seen in lessons, in their portfolios and conversation with them confirms that standards overall are now about average in Year 12, although there are some strong candidates producing better than average work. Students are making very good progress in lessons and achieving very well overall. In Year 13, standards are more variable, but about average overall although there are some weaker candidates who still need a significant amount of support. In a Year 12 session students were preparing to design an information technology system for a small business. They had conducted effective interviews with a range of local businesses and were able to demonstrate a good understanding of the issues involved in their task. They were able to discuss in detail the requirements from the point of view of their target business and relate these to the coursework requirements. Discussion also indicated that the majority had a good idea of the relevant software functions which would need to be used to achieve the desired outcomes from both the business and customers' points of view. Some students in Year 13 were not as confident or secure in their knowledge of information and communication technology systems as those in Year 12. Students show a keen interest in the subject and in Year 12, in particular, they are determined to improve their performance. Attitudes are very positive, students know what they need to do to make progress, resulting in a high degree of commitment and a very good working atmosphere in lessons. Where collaboration is required, students work effectively in small groups and they support each other well during practical sessions.
162. Teaching is very good. Most sixth form teaching is by experienced practitioners with a good knowledge of the AVCE course content and assessment requirements. Lessons are planned in detail. Teachers ensure that students are familiar with assessment procedures and work is assessed thoroughly. Students are required to plan in detail before embarking upon computer-based work; vague objectives or plans are picked-up quickly and rapid remedial action required. Good individual support and guidance are provided in lessons and detailed diagnostic comments are added to printed work. Teachers ensure that students' course notes and portfolios are very

well organised. A good range of support material, including computer-based resources and textbooks, is available, which caters for a wide range of ability. Effective use was made of the Internet for research and to access course information and guidance. Skilful questioning was a feature of many lessons although there were also some instances where teachers tended to dominate discussions at the expense of students' contributions. More opportunities for students to lead discussions and make presentations could help develop aspects of their learning and in some cases increase their confidence.

163. The subject is very well led and managed; this has facilitated the very significant improvements which have been accomplished in a relatively short time. The department has benefited greatly from the support of senior managers and governors in equipping the school with information and communication technology resources and increasing staffing. An appropriately revised curriculum is firmly in place. The greatly improved provision for information and communication technology is ensuring that students are making very good progress and attainment in lessons is showing a good, and often very good, improvement.

## **HOSPITALITY, SPORTS, LEISURE AND TRAVEL**

No examination courses are provided in this area. Provision in physical education as a recreation activity was sampled. Students are progressing well, in response to good teaching. Students take responsibility in organising the sessions, work hard and standards are in line with expectations.

## **VISUAL AND PERFORMING ARTS AND MEDIA**

The only provision in this area is individual support in art for a single student preparing for A-level examinations, and standards in this were well above course expectations. The highly motivated student used the teacher very effectively as a consultant and is achieving well.

## **ENGLISH, LANGUAGES AND COMMUNICATION**

The focus was on A-level courses in English and Punjabi.

The key skill of communication is developed as a planned element of vocational courses and an integral part of English. Standards are good, overall. Students, especially boys, readily engage in discussion in all their subjects. Girls sometimes appear quiet but their views are thoughtful and usually well expressed. Students have opportunities to present findings to a group and hold their audience effectively, as observed in information and communication technology. All listen well. Students use technical language well; teachers continue to place good emphasis on appropriate vocabulary, for example, in science and mathematics. Most advanced courses require an element of research and the information and technology facilities in the library are well used by students for this purpose. They read effectively, often from collections of departmental books (there being scant suitable books in the library). Students' written course work is generally good; errors made lower down the school have mostly disappeared. While it is usually well presented, this is not always the case in mathematics. In English, students need help in organising their longer pieces of written work.

### **English**

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

#### **Strengths**

- Students make good progress as a result of good teaching
- Students' knowledge of their texts is good

#### **Areas for improvement**

- Students' skills in structuring essays and reasoned arguments
- The numbers of students choosing to study English

164. In recent years nearly all of the students taking A-level examinations have passed, but relatively few high grades have been obtained; results have been below average, overall. The number of students studying at A-level is small and results represent good achievement for them over the course. Students feel that the small classes ensure individual attention and much extra help from their teachers, which they appreciate. Their other subjects are mostly business studies or science courses, which they hope to continue at university. Having chosen English, students finish their course.
165. The main strength of the students' work is their accurate depth of knowledge at both AS and A2-level and this they have made good progress. They work very hard to learn their texts. They understand characters and themes well. When they present arguments, they support them with apt textual references. They understand different interpretations of, for example, *The Rime of the Ancient Mariner* and its links to the Romantic Movement and Gothic literature. However, they are not always able to apply their knowledge effectively, particularly in examinations. When writing essays, students tend to lose their focus on the question and drift off the main point so they do not do justice to their knowledge and overall performance is a little below expectations. Clear, straightforward expression with a good use of technical terms, characterise the best writing. However, on occasion, students' expression is confused and the meaning vague. Despite the smallness of the classes, they are articulate and quietly confident in explaining their views or asking questions.
166. The quality of teaching is consistently good and some is very good. Teachers have very good subject knowledge that enables them to guide students effectively through complex texts. Students benefit from their teachers' use of information technology to access web sites, and use specialist software. Throughout lessons, the constant emphasis on developing literacy and writing skills ensures that students' coursework is often well above examination levels. Relationships are very good but the small class size limits the discussion among students. Teachers' knowledge of their students' needs helps them track progress effectively. Work is well marked and students understand how to improve.
167. The department is well led. Teachers work well together. Visits are arranged to a performance of *King Lear*, to the Bronte country and to a sixth form conference. In choosing texts, teachers take account of students' Punjabi background. As a result, the novel *Sister of my Heart*, set in Calcutta, has been studied and aroused much interest and enthusiasm. The department is also providing additional classes for Year 12 students wishing to re-sit GCSE; students are progressing well and are likely to improve their grades. Over the past three years, the department has established itself well and has the capacity to improve further.

## Punjabi

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

### Strengths

- Students achieve well: examination results are above average and among the best in the sixth form
- Students are offered a rich curriculum which deepens their understanding of culture and religion, as well as many contemporary issues
- Teaching is consistently very good, with teachers knowing their subject very well and having a good understanding of their students' needs

### Areas for improvement

- Helping students to become more independent learners
- Increasing the size of the group to create a more dynamic learning environment

168. Overall performance in A and AS-level examinations is above the national averages. The results have been consistently good over the last three years, and (with chemistry) are the best in the sixth form. Girls' achievement is better than that of boys'.

169. Inspection evidence confirms above average standards. Students progress very well in lessons. In the small Year 12 group, students demonstrated increasing confidence in expressing their views in Punjabi about the environment, the causes of pollution and what can be done to reduce pollution in developing countries like India. One student reading the novel *Ik Chader Adhorani* by Rajinder Singh Bedi for A-level work is developing good awareness of how the author uses language to develop the complexity of characters in his writing. Students know how different religious, social and cultural attitudes are reflected in language. They are acquiring good understanding of the requirements of AS and A-level examinations in speaking, listening, reading and writing, although their independent learning skills are not so well developed. However, the students are keen and participate fully in their learning.
170. Teaching is very good. Teachers have very good subject knowledge and use it well to support the students' learning. They provide a good balance of pair and group discussion, with appropriate intervention to make clear the complexity and stages of the process and to consolidate and build on previous learning. They have good and friendly relationships with their students, whom they know well, and plan their lessons to meet students' individual needs effectively. They engage students well in discussions, helping them along by building on their interests and experiences, particularly in relation to their essays and assignments. They monitor and evaluate students' work well and guide them on how to improve. In lessons, students progress very well. They also make very good links with spiritual, moral, social and cultural development in their teaching.
171. Leadership and management of Punjabi are good. There is a good system of monitoring and evaluation. There is good assessment made and support given to students. Sixth form students assist in arranging assemblies for the whole school which are mainly conducted in Punjabi. This benefits all students and enables them to sustain interest and learn better. Resources are good.