

INSPECTION REPORT

BISHOP STOPFORD'S SCHOOL

Enfield

LEA area: Enfield

Unique reference number: 102052

Headteacher: Mrs Bridget Evans

Reporting inspector: Dr David Benstock
20243

Dates of inspection: 31 March – 3 April 2003

Inspection number: 250096

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary aided
Age range of pupils:	11 to 18 years
Gender of pupils:	Mixed
School address:	Brick Lane Enfield
Postcode:	EN1 3PU
Telephone number:	0208 804 1906
Fax number:	0208 805 9434
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr D Woodward
Date of previous inspection:	12 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20243	David Benstock	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>How well are pupils and students taught?</p> <p>How good are the curricular and other opportunities offered to pupils and students?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9275	Candy Kalms	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' and students' attitudes, values and personal development</p> <p>How well does the school care for its pupils and students?</p> <p>How well does the school work in partnership with parents?</p>
3643	Derek Jones	Team inspector	<p>Mathematics</p> <p>Mathematics (sixth form)</p>	
4697	Robert Black	Team inspector	Music	
32166	Nasim Butt	Team inspector	Biology (sixth form)	
15163	Eric Deeson	Team inspector	Business education (sixth form)	
18076	Howard Dodd	Team inspector	Information and communication technology	
18936	Carol Frankl	Team inspector	Special educational needs	
12408	Alan Frith	Team inspector	Modern foreign languages	
12408	Martyn Groucutt	Team inspector	<p>History</p> <p>Citizenship</p> <p>History (sixth form)</p>	

15407	Muriel Harrison	Team inspector	Geography Geography (sixth form)	
18261	Anthony Hill	Team inspector	Art Art (sixth form)	
3225	Christine Hough	Team inspector	Physical education Physical education (sixth form)	
12121	Jack Mallinson	Team inspector	English	
12179	Laurence Moscrop	Team inspector	English as an additional language Educational inclusion	
10941	Renee Robinson	Team inspector	Design and technology Business education	
27983	Mary Sewell	Team inspector	Drama Media studies English (sixth form)	
6364	Geoffrey Strack	Team inspector	Science	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
ANNEX: THE SIXTH FORM	11
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and pupils' and students achievements	
Pupils' and students' attitudes, values and personal development	
HOW WELL ARE PUPILS AND STUDENTS TAUGHT?	18
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	20
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?	25
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	27
HOW WELL IS THE SCHOOL LED AND MANAGED?	28
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	31
PART C: SCHOOL DATA AND INDICATORS	32
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN KEY STAGES 3 AND 4	38
PART E: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES IN THE SIXTH FORM	56

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop Stopford's School is an 11–18 mixed, Church of England voluntary aided comprehensive school, situated in the London Borough of Enfield. This is an area where prosperity is mixed, the percentage of pupils from lower social class background is significant and many families have little experience of higher education. The school admits pupils from a much wider area. The school's socio-economic circumstances overall are below average. The school has 1022 pupils on roll, of whom 118 are in the sixth form. The school is of average size. The number on roll has been decreasing slightly but the school is oversubscribed. The percentage of pupils eligible for free school meals is recorded as being below the national average. The percentage of pupils with English as an additional language is higher than average but none is at an early stage of language acquisition. It is a school with rich cultural diversity. Approximately half of the pupils have declared ethnic background as White British, about one fifth are from Black-African, another fifth from Black-Caribbean heritage. A small proportion of pupils are of Asian or other heritage. The percentage of pupils with special educational needs is close to the national average, and that with Statements of Special Educational Needs is below the national average. The overall attainment on entry is average. Although fully staffed, the school experiences difficulties in recruiting qualified teachers in some subject areas.

HOW GOOD THE SCHOOL IS

Bishop Stopford's provides a satisfactory standard of education. In the most recent tests in Year 9 attainment was close to the national average, and pupils had made satisfactory progress from Year 7. Attainment was well below the average found in similar schools. Results overall in the GCSE examinations in 2002 were close to the national average but well below the average found in similar schools. Work seen in school is better than that found in the tests and examinations, reflecting recent improvement. Pupils made satisfactory progress in Years 10 and 11. In the sixth form, achievement is satisfactory relative to the overall attainment of the students when they were in Year 11, but standards are below average. The quality of teaching is satisfactory overall. Although much of the teaching is good or better, a small but significant amount of unsatisfactory teaching was found in Years 7-9 and in Years 10 and 11. Pupils' attitudes to their work, and behaviour in school are mainly good. The curriculum is broad and balanced and there are good opportunities for extra-curricular activities. Information and communication technology is taught to all in each year, and the key skills provision in Year 12 is good. Provision for personal, social and health education in Years 7-11 is unsatisfactory. Leadership and management are satisfactory, and the school has embraced considerable change after the appointment of the headteacher a year ago. The school provides satisfactory value for money.

What the school does well

- Good attitudes by pupils to their work and good relationships with teachers and between pupils, including exemplary racial harmony within the school community.
- Very good leadership of the headteacher in bringing about much needed change.
- Clear priorities in planning for raising achievement and accelerating development.
- Good provision in mathematics and history.
- Very good teaching in textiles and good in art and design.

What could be improved

- Monitoring and development of teaching, so as to improve its quality and pupils' achievement.
- The match of staff to the needs of the curriculum: the unsatisfactory provision for science, music and personal, social and health education especially needs to be addressed.
- The Quality of reports for parents on pupils' progress.
- The quality of accommodation and learning resources for many subject areas.
- Procedures for monitoring attendance and punctuality.

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

In addition, the school fails to satisfy the statutory requirements for information and communication technology (ICT) in Year 7-9, and provision of religious education in the sixth form. Some aspects of

health and safety, including portable appliance testing, fire regulations and risk assessments, are not fully in place.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Overall improvement is satisfactory, although this has been largely in the past year. Standards at the end of Year 9 in the core subjects have declined in English, improved in mathematics and slightly declined in science. Current standards seen in English suggest a considerable improvement in the past year. There were five key areas identified in 1997 needing to be addressed by the school. The first was to set up systems for monitoring academic performance, work of heads of department, quality of teaching and cost-effectiveness of financial decisions. Financial management is now secure. Progress has been made, significantly in the last year, on reviewing the work in departments. More evaluation of school performance compared to national benchmarks is in place. The second issue concerned special educational needs (SEN). Good progress has been made in establishing arrangements for all pupils with SEN. Variations in the achievement of boys and girls remain, although no evident reason has been established. Links with the primary schools have been improved. The statutory requirements for ICT have not been met, but modern languages are established in Year 10-11.

STANDARDS

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

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

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

In the National Curriculum tests for Year 9 in 2002, the overall performance of pupils was close to the national average and pupils had made satisfactory progress from entry to Year 7. Over the past four years, the overall trend in the average point score for all core subjects has been below the national trend. The overall performance of girls was better than that of boys. In comparison with schools having a similar context and background, as measured by the percentage of pupils eligible for free school meals, the performance of all pupils in tests overall was well below average. The performance in mathematics was, however, above the average for similar schools. In the non-core subjects the Teachers' Assessments in 2002 show that attainment was assessed as being above average in most subjects. Work seen in Year 9 shows some improvement compared to results in the tests. Results in the GCSE examination in 2002 were, overall, close to the national average but below average compared with those in similar schools. The percentage of pupils gaining five or more grades in the A* - C range in 2002 was well below average when compared with schools of a similar context, and very low when compared to schools with pupils having a similar prior attainment in Year 9. Over the past five years, the percentage of pupils gaining five or more A*-C grades has fluctuated, but the standard in 2002 indicates considerable underachievement at these higher grades last year. The targets for overall performance were not met in 2002. Overall, however, there has been little change in the average point score in the past four years. Girls always perform better overall than boys. Standards of work seen in Year 11 reflect the attainment found in the most recent GCSE examinations. Pupils' achievement from Year 9 is satisfactory. Standards of literacy overall across the curriculum are average. The standard of numeracy overall is above average. Pupils with special educational needs make good progress in lessons. The progress of those who are gifted and talented is satisfactory. The progress of pupils who have English as an additional language is satisfactory. There is no significant difference in the attainment and achievement of pupils from minority ethnic groups. In the sixth form progress from Year 11 is satisfactory but standards of attainment are below average. Development of key skills is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. They are attentive and want to learn. They respond well to the teachers. They take pride in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons, although a minority do not, especially where teachers are new. Behaviour around school is generally good, although boisterous on occasions.
Personal development and relationships	Good. The quality of the relationships between teachers and pupils contributes to the learning. There is a pleasant climate in school with harmony between the ethnic groups.
Attendance	Satisfactory. Attendance last year was below average, but current levels, however, suggest improvement. There is a lack of urgency amongst pupils in getting to lessons on time.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory in the main school. It is good in mathematics, satisfactory in English, but overall unsatisfactory in science. Where the teaching is good, there are clear expectations of the standard of work, and planning takes careful account of the needs of all pupils. Good learning follows from the good teaching. The good relationships established in lessons are a clear strength and ensure that pupils are keen to participate. In a significant minority of lessons teaching is unsatisfactory. In these cases the work offers too little challenge and pupils then misbehave or lose interest. This occurs particularly in science, music and citizenship. Teaching of literacy across subjects is satisfactory, although speaking and listening are not well enough developed. Numeracy is taught well in mathematics but also effectively in other subjects. Pupils with special educational needs have good support in Years 7-9, and it is satisfactory in Years 10 and 11. The teaching of pupils with English as an additional language is comparable with that of other pupils, since their use of the language is no different to that of other pupils of similar ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced, but there are some statutory requirements missing from ICT.
Provision for pupils with special educational needs	Satisfactory. Pupils' Individual Education Plans are generic but adequate. There is good provision for withdrawal of pupils; teaching assistants are effective.
Provision for pupils with English as an additional language	Satisfactory. No pupils are considered to have significant difficulty with English as a result of its being a second language at home.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for spiritual, social, moral and cultural development is good overall across the school, but the provision for PSHE is unsatisfactory. Too little time is available and the programme is not sufficiently comprehensive.
How well the school cares for its pupils	Satisfactory. Procedures are satisfactory for child protection, and the house system encourages good support. Behaviour is monitored well. There is, however, insufficient compliance with health and safety requirements and registration, and inefficient use of tutorial time.

The school is aiming to foster better links with parents. The quality of the reports was raised as an issue by parents and the inspection team agree that reports are in need of review. Parents contribute to a varying degree with the work of pupils, and overall their involvement, whilst satisfactory, lacks determination.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership of the headteacher is very good. She has a very clear vision and established priorities for change. There is a developing commitment by key staff to address the urgent need to raise achievement.
How well the governors fulfil their responsibilities	Good. Governors are committed to supporting the school and are developing their role in shaping the future direction and strategic planning. The committee structure is effective.
The school's evaluation of its performance	Satisfactory. The school is using performance data and other comparators to evaluate its performance. There is inconsistency in the process within departments.
The strategic use of resources	Satisfactory. Resources are inadequate but are deployed satisfactorily. The finances are managed taking account of the principles of best value.

The overall adequacy of staffing, resources and accommodation is unsatisfactory. Staff recruitment and retention has been difficult, in common with other local schools. Accommodation is being improved for physical education and there is a new science block. Other areas are in varying states of disrepair. Several subjects, including ICT and the library, have inadequate basic resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard. • They feel comfortable about approaching the school with a problem. • Children like school. • The school helps children to become mature. 	<ul style="list-style-type: none"> • The amount of homework. • Behaviour in school. • The range of activities outside lessons. • How well they are informed about their child's progress.

The inspection team agree with the strengths identified by parents. Homework is not consistent and needs close monitoring. The team disagrees with parents on behaviour; in most lessons behaviour is good, but in a minority it is poor. The range of activities is expanding and currently offers a reasonable selection. The quality of reports needs review.

ANNEX: THE SIXTH FORM

BISHOP STOPFORD'S SCHOOL

INFORMATION ABOUT THE SIXTH FORM

There are 118 students in the sixth form, making it about average in size. The size has reduced over the past two years. Approximately half of the students from Year 11 are admitted. The percentage of students eligible for free school meals is below the national average. There are no students who are designated as having special educational needs. A significant number of students are from minority ethnic backgrounds. The proportion of students from homes where English is not the only language is approximately nine per cent for the whole school, but no students are deemed to be at an early stage of language acquisition, and no special arrangements are made. Access to the sixth form is on the basis that they are academically able to achieve on the course. The curriculum is mostly advanced level work. There are eighteen subjects from which to choose.

HOW GOOD THE SIXTH FORM IS

The sixth form is slightly subsidised by the main school, but as an important integral part of the school is cost effective overall. The sixth form is effective in providing a largely academic curriculum that meets the needs of students who aspire to higher education. There is a limited but increasing provision for a vocational curriculum. Attainment in advanced level examinations was below average in 2001. Results in 2002 show improvement over 2001. Achievement from GCSE has been satisfactory and, for many students, good, from modest grades at GCSE. Teaching and learning are good in the sixth form and students are well motivated to achieve. The sixth form is an integral part of the school and as such benefits from the strengths of leadership and support from the governing body. It has a designated staff member of the leadership team in charge of the sixth form, amongst other responsibilities. She works hard to ensure satisfactory academic and personal support, and that opportunities for enrichment are provided.

Strengths

- | |
|--|
| <ul style="list-style-type: none">• Relationships and attitudes of students• Provision for key skills, personal and learning skill development• Information provided for learners• Quality of teaching in many subjects |
|--|

What could be improved

- | |
|---|
| <ul style="list-style-type: none">• Vocational courses to meet the needs of students• Accommodation and learning resources and facilities, including access to ICT• Further extension of the range of extra-curricular and enrichment opportunities |
|---|

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

THE QUALITY OF PROVISION IN INDIVIDUAL CURRICULUM AREAS

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

Curriculum area	Overall judgement about provision, with comment
Mathematics	Very good. Above average standards with good teaching and leadership. Very good management of department.
Biology	Satisfactory. Attainment in 2001 was below average, but standards seen show improvement. Teaching and learning are good, management satisfactory.

Curriculum area	Overall judgement about provision, with comment
Business Studies	Satisfactory. Below average standards. Satisfactory teaching with good variety of style. Effective management, but accommodation is poor
Physical Education	Good. Above average standards. Students are well taught, and are challenged and inspired. Insufficient monitoring in the management of the department
Art and design	Good. Variable standards depending on individuals. Good teaching and learning, with satisfactory leadership and management.
Media studies	Satisfactory. Standards in 2001 were well below average but in 2002, and in work seen these have improved. Teaching is satisfactory, but planning is weak. Leadership is determined to raise standards.
Geography	Good. Excellent fieldwork. Good teaching that also supports key skill development. Management is good.
History	Very Good. Above average standards, very good achievement and teaching.
English literature	Good. Average results, good teaching and department well managed.

OTHER ASPECTS OF THE SIXTH FORM

Aspect	Comment
How well students are guided and supported	Good. There are good opportunities for students to gain advice about courses in higher education. Good relationships encourage good mutual support and responsibility towards others.
Effectiveness of the leadership and management of the sixth form	Satisfactory. The leadership of the sixth form is an integral part of the whole school. Good monitoring of performance data is carried out. Opportunities for enrichment are arranged, but not widely taken.

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"> • Teachers are accessible for help. • Being treated as a responsible young adult. • Being helped to settle into the sixth form. 	<ul style="list-style-type: none"> • Range of worthwhile activities and enrichment courses. • Advice on what to do after leaving school. • Help and support with personal problems.

The team agrees with the aspects identified as strengths. The range of whole-school activities is reasonable, and a few are specific to the sixth form. However, take-up of activities is not high. Advice and help with higher education is good and satisfactory arrangements are in place for personal support.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' and students' achievements

Years 7-11

1. When pupils entered the school in Year 7 in 2002, their results overall were above the national average. They were well above average in mathematics, above average in English and average in science. However, the cognitive abilities tests (CATs) indicate that abilities in verbal, non-verbal and quantitative tests are broadly in line with national average. Previous CAT tests indicate that the overall standard is about average for most year groups when they join the school.
2. In the National Curriculum Tests for Year 9 in 2002, the proportion of pupils gaining level 5 or higher was well above average in mathematics, above average in science and below average in English. The proportion gaining the higher level 6 was similar to that gaining level 5 in comparison with national averages, for English and mathematics, but not so good in science, where the proportion was in line with the national figure.
3. The overall performance of pupils based on their average point scores was well above average in mathematics, close to average in science and below average in English. Overall, aggregating the core subject results, attainment was close to the national average. On this basis, pupils had made satisfactory progress from entry to Year 7.
4. The results for English show a significant decline over the past five years. In 1999, the average point score in English was well above average but in 2002, it has fallen to be below average. The score fell each year except for a recovery in 2001. There has been a decline also in science, but to a lesser extent, whereas in mathematics, the attainment has risen, significantly so since 2000. The overall trend in the average point score for all core subjects has been below the national trend from 1998 to 2002.
5. In 2002, the overall performance of girls was significantly better than boys. For example, girls exceeded the national average, whereas boys were below. This was similar in the previous three years, but to a lesser extent. The greatest variation was in mathematics and English, with very little difference in results of boys and girls in science.
6. In comparison with schools having a similar context and background, as measured by the percentage of pupils eligible for free school meals, the performance of all pupils in tests overall was well below average. It was also well below average compared with pupils of a similar prior attainment in Year 7. The performance in mathematics was however, above the average for similar schools. In comparison with schools where the prior attainment in Year 7 was the same as this school, the performance was very low in English, well below average in science, but above average in mathematics. This indicates good achievement in mathematics from Year 7 to 9, but unsatisfactory progress was made in English and science in the same period.
7. In the non-core subjects the teachers' assessments in 2002 show that attainment was assessed as being well above the national average in information and communication technology (ICT), physical education (PE), and music, above average in history, close to average in art and design, below average in geography and design & technology, and well below in modern languages.
8. Results in the GCSE examination in 2002 were, overall, close to the national average, as measured by the total point score from all subjects. The percentage of pupils gaining five or more grades A* - C was close to the national average, but well below average when compared with schools of a similar context, and very low when compared to schools with pupils having a similar prior attainment in Year 9. The percentage gaining at least on grade A* - G, at GCSE was 93 per cent, and well below the national average of 97 per cent. The school did not meet any of its GCSE targets in 2002. Targets were sufficiently challenging. Over the past five years, the

percentage of pupils gaining five or more A* - C grades has fluctuated somewhat, with 2001 being slightly better than other years. The targets for overall performance were exceeded in the previous two years, but not in 2002. There has been little change in the overall point score in the past four years. Girls performed better overall than boys in 2002, and the pattern has been the same for the past four years.

9. The results were close to average in English, mathematics and science. The percentage of pupils gaining A* - C grades was well above average in physical education, above average in business education and French, average in geography and ICT, below average in art & design, German and history, and well below average in design & technology.
10. Standards of work seen in lessons and pupils' written work reflect the general improvement that is manifest within the school. This is clear, for example, in mathematics examination results and now apparent in the work seen in English and ICT.
11. Work seen in Year 9 is generally better than recorded in the National Tests of 2002. In English, standards are in line with expectations for the pupils' age and ability, and achievement from Year 7 is satisfactory. Steady progress has been made, especially in the accuracy and detail of writing. In mathematics, standards seen in Year 9 are well above average and pupils' achievement is noted as being very good from Year 7. This level of achievement applies to both higher and lower-attaining pupils. In science, however, standards of work seen are well below average and progress from Year 7 has been unsatisfactory. Pupils lack clear knowledge or secure investigative skills in comparison with pupils of the same age in other schools.
12. The standard of work and achievement varies between the subjects. It is particularly good in art and design, history, music and physical education. Standards are average in geography, ICT, design & technology, French and German.
13. Standards of work seen in Year 11 reflect the attainment found in the most recent examinations. Overall, the work of pupils is broadly as expected for their age and level of ability. Their achievement from Year 9 is satisfactory in English, mathematics and science. They are above average in history and GCSE physical education, but in all other subjects standards are judged to be broadly average.
14. Overall, there is no significant variation in the achievement of boys and girls except where there is a lack of management by the teacher, which is found in some lessons, leading to a decline in behaviour, especially by the boys. The achievement of pupils from different minority ethnic backgrounds is the same as in any other group, including those designated as having English as not being their first language. All pupils in this category have good skills in English language.
15. Standards of literacy overall across the curriculum are average. Above average standards were observed in modern foreign languages, history and information and communication technology. In design and technology pupils have a good understanding of technical vocabulary, and in geography pupils use language creatively.
16. Speaking and listening skills are less well developed. Pupils generally have too few opportunities to discuss their work in pairs or groups, and presentations to the class are relatively rare. However, in both history and geography pupils engage frequently in discussion, and standards are higher. It was found that in most subjects pupils can understand the language being used by the teacher and in the text-book. However, effective reading in many subjects is underdeveloped.
17. The standard of numeracy overall is above average. In science standards are average, apart from the use and handling of data, which is a good feature in many subjects as well as science. Standards are above average in geography and mathematics. Numeracy is an integral part of the scheme of work in mathematics where basic skills teaching is good, accounting for the overall above average levels reported. Opportunities are missed to use numeracy skills to enhance learning further in science and design and technology.

18. Pupils with special educational needs (SEN) in Years 7-9 make good progress in lessons, especially in withdrawal lessons and in those literacy lessons where teaching assistants support pupils. Pupils in Years 10-11 make satisfactory progress in lessons. All SEN pupils make satisfactory progress over time. Pupils' progress in Years 7-9 is slowed over time because their Individual Education Plans (IEPs) are not used effectively to monitor progress. The progress of the higher-attaining pupils and those who are gifted and talented is satisfactory.
19. There is some overall difference in attainment of boys and girls, in that in general in 2002 girls performed better than boys at the end of Year 9 and Year 11. There is some inconsistency in this, however, both in results and in work seen during the inspection. In some subjects and in certain years boys do better than girls and there is also some fluctuation from year to year. These factors make it difficult to make a strong overall generalised statement that girls are doing better than boys in their work.
20. The progress of pupils who have English as an additional language is as good as the progress of the other pupils. There is no significant difference in the attainment of minority ethnic pupils.

Sixth Form

21. On entry to the sixth form, standards overall are below average. This results from more able pupils leaving the school at the end of Year 11. Attainment is variable and, in many subjects, it is difficult to make realistic comparisons with national averages since the number of students involved is quite small. Furthermore, national data have not yet been made available for 2002.
22. In 2001, the average point score per student in Advanced (A) or Advanced Subsidiary (AS) examinations was well below the national figure. It was better for female students, however, but was still below the national average.
23. Overall, the average point score had increased over the three years from 1998 to 2000, although it fell in 2001, which was repeated in 2002. The pass rate, however, with the number of students gaining a grade in the A - E range has increased over the years.
24. The subjects where students performed well in 2001 were English literature, history, physical education, business studies and German. Weaker performance was found in chemistry, physics and mathematics. In 2002, strong performance was found again in English, history and physical education. It was also good in geography. Weaker performance was found in business studies, social policy and French.
25. The school enters a few students for post-16 vocational qualifications in business education and art and design. In the Advanced GNVQ results in 2001, the pass rates for students in Year 13 were well below average, but results for Year 12 at intermediate level were close to average. Results in 2002 indicate some improvement but in all cases reflect the individual capabilities of students. Those students who do not achieve five A*-C grades at GCSE are entered at GNVQ intermediate level in art and design and business studies. Results in 2001 were below average, but show improvement in 2002. Achievement in both subjects is satisfactory based on prior attainment in GCSE.
26. Approximately half of all students in Year 11 enter the sixth form and embark on courses, mostly at AS or A-level standard but a few at intermediate GNVQ. Very few join the school from outside. Most students who begin will continue to the end of Year 12 and, depending on success at AS-level, continue on to A-level. From value added data, satisfactory progress is made by students from the GCSE overall, and several achieve well compared with their individual targets.
27. Nine subjects were inspected in detail in the sixth form, including mathematics, English and one of the sciences, biology. The others are chosen to be a representative sample. One or two other subjects were briefly sampled. Overall, standards seen in Year 13, are quite variable, reflect the examination results by being broadly average, and also indicate improvement.

28. In mathematics, they are above average and achievement of students is judged to be good relative to their attainment at GCSE. Achievement is good for both higher and lower-attaining students, with no observed variation between male and female or between ethnic minority groups. Standards in Year 12, however, are below average currently, although the achievement is satisfactory. The reason for the difference between the years is that entry requirements are modest and some students find the demand of the work in the sixth form very challenging in embarking on an advanced level mathematics course. The more able continue into Year 13.
29. The standards found in English literature are above average and are higher than indicated in previous examinations. This is true for both Year 12 and Year 13, although progress is distinctly slower in Year 12. Students have a thorough knowledge of prescribed texts and can articulate their opinions well. No variation is noted in the achievement of male and female students, or in minority ethnic groups.
30. Standards in biology are observed to be broadly average, although the proportion working at the level of higher grades is small. Students in Years 12 and 13 have a good grasp of essential ideas and apply them to problems. Achievement from Year 11 is satisfactory. Again no variation is observed between any ability or ethnic groups or between male and female students.
31. In other subjects the standards vary. They are broadly average in business studies, and progress is satisfactory. Work seen in Year 12 in Sports Studies is as expected at the point in the course but standards are above average in Year 13, with progress being good at this stage. Students are particularly careful with presentation of work and show good knowledge of essential concepts. Standards are below average in media studies but students' progress from their basic understanding at GCSE within English is at least satisfactory. They develop the use of media terminology quickly. The quality of work seen in history and geography is good. Progress from Year 12 to Year 13 is illustrated by significant development of ideas and depth of understanding and in history especially, many students achieve very well.
32. The development of key skills in the sixth form is good. Subjects such as history and geography give many opportunities for independent research and study. Information and communication technology skills are developed well. Basic development of literacy and numeracy takes place in a number of subject areas in a planned and extended way. Opportunities to develop personal skills for example in supporting younger pupils are good.

Pupils' attitudes, values and personal development

Years 7-11

33. Pupils' attitudes to school and work are good overall. This makes a positive contribution to standards achieved. Most pupils enjoy school and want to learn. They concentrate in class, listen attentively to their teachers, and respond well, especially in lessons where the work is interesting and the teaching good. The pupils particularly enjoy practical activities such as design and technology, art and design, information and communication technology and physical education. Attitudes in mathematics and history are consistently good. On occasions pupils can be reluctant to take an active part in lessons but generally they participate well, asking and answering questions and joining in discussions. In a Year 10 history lesson on Hitler's rise to power, the mature manner in which pupils put forward their ideas on the Nazi use of propaganda demonstrated very good learning. In contrast there is a small minority of pupils in all year groups with unsatisfactory and occasionally poor attitudes. They are noisy, show an unwillingness to learn and sometimes show disrespect for the teacher. This was most noticeable in lessons where teaching was unsatisfactory and teachers lacked the skills to deal with poor behaviour, resulting in lessons being disrupted and preventing pupils from making the progress they should.
34. The behaviour of pupils in the school does vary but is good overall. In the majority of lessons behaviour is good and, on occasions, very good, especially where teaching is interesting and staff set clear expectations. A significant number of parents raised concerns about behaviour. The

inspection found that whilst a small number of pupils were sometimes poorly behaved and disruptive in lessons, most teachers coped well, so the flow of lessons was not seriously disrupted. Some teachers, however, particularly new and temporary teachers, lacked the skills to manage these pupils and where this happened it had an adverse effect on both the learning of the pupils themselves and the whole class. Behaviour around the school is generally good, although pupils are sometimes boisterous, jostling and pushing in corridors, particularly during movement between lessons. Last year, there were 33 pupils involved in 71 fixed term exclusions and two pupils were permanently excluded. This figure is high and the significant increase since the last inspection reflects changes in the school's strategies. Current figures do, however, show that the number of exclusions has reduced in the current term. Incidents of bullying, oppressive behaviour and racism are extremely rare.

35. Relationships are good. Teachers and pupils have developed good relationships despite the number of staff changes. Pupils from differing ethnic and cultural backgrounds relate very well with each other. In most lessons pupils settle to work quickly and work well independently in pairs or in small groups. Their ability to co-operate and work well together, sharing resources, sensibly helps them progress in their learning, as seen, for example, in a Year 10 geography lesson on river flooding. Pupils respect other people's feelings, values and beliefs and listen to each other's points of views. Most pupils treat each other and staff with respect but the large amount of discarded litter both inside and outside the building is evidence that a significant number do not. Most are aware of the impact that their actions can have on others but a small number do not appreciate that their disruptive behaviour in lessons impacts on the rights of others to learn.
36. Pupils' personal development is satisfactory. As they move through the school many pupils are gaining a sense of maturity and confidence. In some areas of the curriculum, for example ICT and history, they are developing good independent learning skills. Pupils respond well to the opportunities to have responsibilities around the school. In Year 11 they are elected as prefects and a small number of pupils in Year 9 help in a local primary school. As representatives on the School Council they are developing an understanding of the issues involved in improving the school facilities.
37. Overall levels of attendance are satisfactory. Levels of attendance did show a decrease last year but a random check indicates a slight improvement in the current year. Variations occur between the different year groups and classes within the same year group. Year 7 has the highest level and Year 11 the lowest, with some classes having attendance below 90 per cent. This has a negative effect on pupils' learning. Current data indicate a significant increase in the number of unexplained absences. This is because parents do not always provide reasons for absence and because the implementation of procedures to follow up unexplained absence is not regular or systematic enough to improve the situation. There are no significant factors affecting attendance. Punctuality is a problem. Large numbers of pupils arrive late and some regularly; however, many pupils travel a considerable distance to school and this is contributing to the overall lateness. Punctuality during the day has not improved since the last inspection. Pupils lack a sense of urgency as they move around the building and, as a result, lessons often start late.
38. SEN pupils have positive attitudes to learning. They work hard in lessons and complete work set. They work well together and make positive contributions to class discussion.

Sixth form

39. Students in the sixth form enjoy school and have very good attitudes to learning. This is having a positive effect on the standards they achieve. They appreciate the opportunities available to them and are keen to learn. They are very motivated and responsive to the good teaching and interesting work that they are given. In lessons, they listen attentively and work with interest and enthusiasm. They actively participate in lessons and not only answer but also ask questions, contributing ideas that challenge and extend their knowledge and understanding. In an English lesson there was good participation as Year 13 students explored the significance of the relationship between Winston and Julia in '1984'. They show independence and collaborative learning skills, working well together, supporting each other and sharing ideas.

40. Sixth form students enjoy very good relationships with each other and with their teachers. They have a genuine respect for the views and beliefs of others, as was illustrated in a number of lessons. During their time in the sixth form, students mature and grow in confidence in response to the good opportunities for them to take responsibility and use their initiative, for example becoming prefects and organising 'Rag Week'. They make a valuable contribution to others, both in school and in the local community
41. Attendance is satisfactory. Very few drop out of the courses that they begin.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

Years 7-11

42. Overall, teaching and learning are satisfactory. The quality of teaching and learning is satisfactory in Years 7 to 9. Teaching is more effective in Years 10 and 11 and learning is good in many subjects. Teaching was, however, judged to be unsatisfactory in a small but significant number of lessons in both key stages.
43. During the inspection, approximately two thirds of lessons were judged to be at least good in overall quality of teaching. One quarter was very good or excellent. However, a significant proportion, approximately ten per cent of the total, was unsatisfactory. The observations reflect some extremes in teaching, where most is of good quality, but some requires improvement.
44. Teaching and learning are better in Year 10 and 11 than they are in Years 7 to 9. One reason is the greater expectation that teachers have of the work in this age group. Teaching is very good in art and design in Years 10 and 11. Many features of good teaching are found consistently in mathematics. Expectations are high; pupils are managed effectively to ensure a brisk pace and their level of motivation is very high.
45. The overall quality of teaching and learning is good in mathematics, design and technology, history, geography and physical education (PE). It is good in information and communication technology (ICT) in Years 10 and 11 but only satisfactory in the use of ICT consistently across all subjects.
46. The unsatisfactory teaching was mainly in two subject areas, science and music. In both cases where teaching was unsatisfactory, the teaching method was inappropriate for the range of pupils and management of behaviour was inadequate. This resulted in time wasted in lessons, with homework poorly used and ongoing assessment inadequate.
47. Overall, a strength in teaching at the school is the knowledge and expertise of the teachers in their respective subjects. This is used well in giving good, clear explanations to pupils so that they gain a good basic understanding of detail and develop skills effectively. Subject knowledge is acquired particularly well in mathematics, history, geography, design and technology, and art and design in all years.
48. Basic skills are developed satisfactorily in most subject areas, with many subjects ensuring that literacy skills are practised, including oracy, use of key vocabulary and writing. Subjects such as science and geography make a good contribution to numeracy skills in graph work and statistics.
49. Teachers' planning is also a strong feature in many subjects. A good range of interesting activities is usual and this leads to good motivation for learning in these cases. In some subjects the expectations for productivity by pupils is too low. This occurs, especially in English, ICT, science and music. There is often a delayed start in lessons, owing to the lack of urgency that pupils have in getting to lessons on time. The work for higher-attaining pupils in many instances is below the potential of the pupils, and homework is not used well enough to extend the independent learning of the more able pupils.

50. Relationships between teachers and pupils are generally good, and this contributes well to the learning. This aspect of the teaching is good in many subjects, but in others, particularly where teaching proves to be unsatisfactory overall, the management of pupils' behaviour is weak. Pupils are not provided with clear structures in these cases and show lack of respect for others in the class as well as the teacher. This situation is usually the result of work that lacks interest or stimulation, or where the pace of learning is too slow.

51. Marking of pupils' work is inconsistent. In subjects such as mathematics, history, geography, art and design and modern languages, the ongoing assessment contributes significantly to the pupils' knowledge of their own strengths and areas for improvement. In other subjects, this aspect of teaching is not effective in providing pupils with enough feedback on how they can improve their work and level of attainment.
52. The use of ICT in different subjects is inconsistent. Some, for example history and geography, use it well to research and produce high quality work. In science there is very little use of data logging in Years 7-9, which breaches statutory requirements. There is insufficient use in art and design and music.
53. Teachers use homework inconsistently. In the best examples to be found, for example in history, the homework extends the learning and develops skills of independence and use of ICT and is well matched to the range of abilities within the group.
54. Teaching of literacy across the curriculum is satisfactory. Good practice was observed, however, in several subjects, notably modern foreign languages, history and information and communication technology. In design and technology the teachers give pupils prior explanation of the difficult words they will encounter, and in geography pupils are encouraged to use language creatively. Very good examples of annotation of sketchbooks were observed in art and design. Teachers in science vary greatly in the extent to which they use writing frames or encourage speaking.
55. Speaking and listening receive less attention than they deserve. Pupils generally have too few opportunities to discuss their work in pairs or groups, and (except in information and communication technology) seldom give presentations to the class. However, in both history and geography pupils are expected to engage frequently in discussion, and learn effectively as a result. Teachers of science and physical education do not as a rule provide sufficient opportunities for speaking and listening.
56. It was found that in most subjects pupils could understand the language being used by the teacher and in the text-book. However, strategies for effective reading in many subjects need to be given more attention. The library is underused, and pupils borrow fewer books than they do in many schools.
57. Teaching of numeracy is good. For example, pupils practise number in geography and history, use measurement in science and design and technology, consider perspective in art and design, practise use of graphs in history, science and other subjects.
58. Learning by pupils with special educational needs in Years 7-9 is good because of the high quality of the withdrawal lessons. Teaching in Years 10-11 is satisfactory. Learning in lessons is most effective where teachers use a wide range of teaching strategies. In many lessons, teachers identify the key words that pupils will need to understand the lesson; these are displayed on the board and are carefully explained by the teacher so that pupils understand what they are expected to do. Lessons that are carefully planned to involve pupils fully, with, for example small whiteboards on which to jot down answers and with opportunities for discussion in groups and with the teacher, keep pupils motivated and on task.
59. Teaching assistants are used effectively to explain work and support pupils in lessons, including keeping pupils focused on their work. Lessons where teachers build carefully on what pupils already know are very effective in ensuring pupils know what to do next. In English pupils can understand how paragraphs link to each other because the teacher explains and clarifies the connections well, handing out new material only when pupils are ready for it. Teaching is unsatisfactory when teachers set tasks that are too difficult and fail to explain what they want pupils to learn effectively. In a very small number of lessons behaviour is not managed well and a few pupils disrupt learning.

60. The quality of teaching of pupils with EAL is satisfactory, and comparable with that for other pupils. There are no pupils identified as being at an early stage of language acquisition.
61. In the previous inspection teaching was mixed in quality. One tenth was unsatisfactory, half was at least good and one tenth was very good. There has been a satisfactory improvement in the teaching. The proportion of unsatisfactory lessons is about the same but the proportion of good or very good lessons increased. Teaching has improved, particularly in mathematics, history and ICT, subjects where unsatisfactory teaching was too high last time. The unsatisfactory lessons in the current inspection are mainly focused on music and science.

Sixth form

62. Teaching in the sixth form is good overall and leads to good learning. The teaching has some very good features, especially in the diversity of activity and relationships forged with students.
63. Four-fifths of lessons seen during the inspection were graded as good or better, and just over a quarter were very good or excellent.
64. Of the nine subjects inspected in detail, teaching was very good in history and geography. It was good in all others except media studies, where it was, nevertheless, satisfactory. Learning was similarly of a good standard with students being self-motivated and keen to learn. In some subjects, students' learning is limited by their unwillingness to work more independently, for example reading outside the set texts in English.
65. Student relationships and especially the high level of harmonious working collaboration between all students, are a considerable strength. This leads to constructive learning, with a very good climate for study.
66. The teachers' planning is also a strength and features highly. There is strong expertise in planning for the needs of individual students, the variety of tasks and development of key skills, such as ICT, within the curriculum in the sixth form. This is particularly noticeable in history.

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

Years 7-11

67. The school offers a broad, balanced and relevant curriculum for all pupils. It is careful to provide for all pupils irrespective of their ethnic background or ability. There are omissions however, in the programmes of study for ICT and arrangements for the teaching of personal, social and health education (PSHE) are inadequate.
68. In Years 7–9, the full range of the National Curriculum is delivered, including citizenship in Years 7 and 8. It is currently not available in Year 9. Drama is not a separate subject, but covered as part of English. Two modern languages are provided for the more able pupils. The curriculum is enhanced by a textiles (art) course in Year 8 and 9, and the design & technology carousel ensures experience of resistant materials, graphics and food technology. ICT is taught as a core, discrete subject in all years.
69. In Years 10 and 11, a good range of academic options is provided, but there is not a great deal of a vocational nature. The ICT course however, is vocational, accredited for GNVQ and is equivalent to four GCSE subjects. Travel and tourism is offered. A work-related curriculum, whereby some pupils spend time out of school during the week undertaking a vocational course and work experience, is arranged.
70. The curriculum time is balanced satisfactorily for subjects, but insufficient time is given to data logging or control in science, design & technology or ICT, which results in a breach of statutory

requirements. There is no timetabled citizenship or PHSE in Years 10 and 11. The school has offered work experience for all pupils in the past, but this is now discontinued. Provision for this aspect of experience, whilst under review, is unsatisfactory at the present time. Careers education is however, well organised.

71. There is a good range of extra-curricular activities available. For example, activities such as choir, jazz band, sport, gym club, gospel choir, dance group and drama group are well attended. Opportunities for residential experience are provided, including German exchanges, ski trips and other educational trips to Europe. Booster classes are organised and competitions, for example in art and poetry, are used to raise standards. Provision is also made for gifted and talented pupils to make university visits, attend summer schools and take part in specific competitive sport activities. An annual pilgrimage is arranged. This is an activity in which almost all pupils are involved. It develops social and spiritual awareness.
72. Strategies for teaching literacy throughout the school are satisfactory. A whole-school policy was introduced following a meeting for all staff in which a representative from the National Literacy Trust had an important role. All teachers know what is expected of them. It was decided to make writing a priority, so speaking and reading still play a smaller part in the policy. This suggests that the words most often used in each subject are displayed prominently on classroom walls, that all teachers correct spelling and punctuation, use devices such as writing frames to show pupils how to compose their answers, and encourage the use of dictionaries.
73. Most departments include a reference to the literacy policy in their handbooks, but vary in how actively they operate it. For instance, some teachers correct spelling mistakes conscientiously while others do not. The policy is evaluated from time to time by a group of heads of department led by the senior manager responsible for the Key Stage 3 curriculum. But there needs to be clearer advice about what individual teachers can actually do to improve literacy in their separate subjects, and then closer monitoring to see that the advice is acted on.
74. Numeracy policies are in place in most subjects, ICT being the exception, following whole school initiatives fostered by the mathematics department. This has enhanced the delivery of the curriculum to pupils. This is particularly so in history where the use of statistical data makes local history more meaningful to pupils. In art and design there are opportunities for the development of pupils' spatial awareness in perspective drawing. There are good strategies in geography and religious education.
75. Progress has been made on PSHE since the last inspection but it is still unsatisfactory, in that it is of a fragmentary nature and lacks an overall cohesiveness. Nevertheless, specific provision is now made in Years 7 and 8 and this has been a significant development since the last inspection. This provision is within the citizenship programme and it covers a range of issues which are important for the pupils' development. These issues cover topics like drugs awareness, bullying and sex education. Some aspects of sex education are also covered in science in Year 9 and in religious studies in Year 10 with an emphasis on relationships. Other aspects in Years 7 and 8 include issues of the family, violence, personal hygiene, and responsibility at home, problems that people face, and growing up. The pupils can experience other aspects of personal, social and health education at various times and occasions during the pupils' time at the school, though not necessarily in an organised way and for all pupils. These include the baby programme in Year 10, the School Council and careers. The period during registration time is sometimes used for study skills but there is some inconsistency in the delivery of this. The absence of a systematic coherent programme in Year 9, 10 and 11 which is actively monitored on a regular basis means that provision in these years is weak.
76. The school's links with the community are good and strengthening. There are well-established historical links with the local parishes; Founder's Day is an annual occasion for inviting community representatives into the school. The annual school pilgrimage to Waltham Abbey, although not yet involving the community, nonetheless raises the profile of the school in the community. Although the school has not seen itself as a community school, most pupils and students being drawn from a very wide catchment area, it acknowledges the need to build good

relationships with the immediate community. The school choir reaches out into the community through public performances and the physical education department's 'sports leadership programme' offers Year 12 students the opportunity to work in the local community. Within the citizenship programme, Year 9 pupils undertake voluntary work in a nearby primary school. Work experience links are currently under review and the school understands the need for stronger links with the local business and trading community, to enable work experience for pupils to be effectively targeted. The school also has good links with local businesses. The school has effective ongoing contacts with the Enfield Business Partnership.

77. Provision for careers education is currently satisfactory. The school plans to change the formal arrangements by which all Year 10 pupils are currently offered a two-week work experience placement. The new head of department has been in post since September 2002 and has already implemented a number of commendable initiatives. For example, pupils in Year 8 spend a day 'work shadowing' an adult, probably a parent or relative. Also, a group of 30 pupils in Year 11 are being externally funded to undergo the acclaimed Morrisby Careers Test process.
78. The school has good links with its partner institutions. Recently developed contacts promote a good flow of knowledge between the school and more than 40 primary schools from which students are drawn. Staff gather information on the attitudes and personal development of incoming students, as well as data relating to achievement, by making individual visits to the schools and by holding an induction day for Year 6 students in the summer term. This supplements the national attainment statistics, which in the case of some students living outside the borough, do not always arrive at the start of the school year. The induction day includes an evening parents' meeting, enabling the head and form tutors to explain the school's expectations to new students in a consistent way.
79. In Years 11 pupils receive good information from the school about their strengths and about the range of further education courses open to them, enabling them to make sound choices. Early in Year 11, form tutors and subject teachers show students their predicted grades, offering an interview to discuss their potential. A careers officer speaks to parents and the school prepares a comprehensive booklet to provide information about sixth form courses.
80. The school is an educationally inclusive school and it works hard to ensure that all its pupils get a fair deal. Its general Christian caring ethos is reflected in the fact that the school recognises possible barriers to learning and has systems and other forms of provision in place to overcome these. An example of these is the work the school does with Connexions. Here the role of the co-ordinator is to address a number of inclusion issues such as boys who have become disaffected with school and who need to access an alternative curriculum. In this particular instance, vocational type courses such as trade work are sought out and introduced to the pupils as a more attractive way forward. The school has ongoing contacts with the Enfield Business Partnership in relation to this. About 26 pupils are currently being helped in this and other ways. The co-ordinator is also running classes and support on self-confidence.
81. Provision for pupils with English as an additional language is satisfactory. Pupils from minority ethnic backgrounds are identified as not have any more difficulty with the English language than others of similar ability, and support is provided for all. Learning mentors help those who are at risk of not getting the best from the present educational provision. Here the pupils are able to discuss issues which trouble them and which are hindering their educational progress.
82. The citizenship programme in Years 7 and 8 has learning components which raise awareness of inclusion issues in the pupils' minds themselves and which enable them to be more sensitive and helpful to those who are subject to limitations of various kinds. This learning includes work on hard-of-hearing awareness and involves a simple introduction to sign language. Other issues covered include diversity and ethnicity awareness, world languages, refugees and famous people who have had to move. Charity work in the school has raised awareness of disabilities like immobility due to arthritis. Some classes have had lessons on how to feel included and how important it is to make people feel welcome. Lessons have also raised awareness of the fact that educational progress and inability to do well in school can sometimes be due to the fact that some pupils have to care for other family members or because of financial hardship.

83. The school has made satisfactory improvement since the last inspection with provision for pupils with special educational needs. The process for the identification and assessment of pupils with special needs is now satisfactory. IEPs are now in place for all pupils on 'school action', 'school action plus and those with statements. Pupils who are withdrawn from mainstream lessons for specialist teaching have a broad and balanced education. Financial resources used to create small classes in some years, and extra support in lessons in other years are satisfactory.

84. The curriculum for pupils with special needs is satisfactory. In addition to the usual curriculum, pupils in Year 8 attend progress lessons in literacy where appropriate. Pupils in Years 10-11 who have opted not to study a modern foreign language, do a course in communication skills that leads to an accredited qualification. The school also runs a homework club several times a week where pupils go to have help with their work. Information on IEPs is used to help teachers in the English department to plan their teaching. In other subjects IEPs are not used effectively to plan for pupils with special needs.

Sixth form

85. The school offers a good range of subjects, mainly academic to A-level or AS-level. The curriculum suits the aspirations of those seeking to move into higher education. There are a limited but increasing number of vocational courses. A course in business studies is offered for advanced GNVQ and also a course in vocational business and art and design at intermediate level.
86. Provision for personal, social and health education in the sixth form is delivered mainly through the Key Skills programme. Many outside speakers make a significant input to this and they intelligently prepare the students for a life outside of school and college. Topics include first aid, sex education, driving, drugs, money management, and safety and gap years. Students put some of their learning into action in giving support in the form of mentoring both inside and outside school. The many debates, which are characteristic of the sixth form, include many topics of a personal, social and health education nature. These include debates on capital punishment, designer babies, Iraq, drinking and driving and drugs. The prefect system is a significant aspect of sixth form life and this helps students to consider aspects of personal and social development, such as leadership and responsibility, that are important for choosing and taking on such a role. The programme is enhanced by additional opportunities in working with younger pupils, and in the community. The School Council provides opportunity for responsibility for the elected representatives.
87. Key skills are established well and the provision is a strength of the school. The programme for enrichment activities is being further developed. Students have many opportunities to develop their numeracy, literacy and ICT skills. There are many opportunities to develop teamwork and independent learning using ICT is encouraged. A key skills enrichment trip to Paris has been arranged. Extra-curricular activities in the school are reasonable, and all sport, music and drama activities are also available to sixth form students. Take-up of activities is disappointing.
88. Careers education in the sixth form is satisfactory. The school library has a well-stocked careers section, which contains plenty of up-to-date information, aimed at post-16 students. The link careers officer visits the school for two days each week and an efficient system is in place where sixth-formers can book individual interviews.
89. In the sixth form, students start to learn about opportunities in higher education with good support from school staff and the careers service. They receive good feedback from the school about their strengths and about the range of further and higher education courses open to them, enabling them to make sound choices. They all receive an interview, information about how to find out more, including through the Internet, and encouragement to attend open days. Many students benefit from a service provided by Middlesex University, which helps them to make successful applications to colleges of higher education.

Spiritual, moral, social and cultural provision

Years 7-11

90. Overall, the quality of the provision for spiritual, moral, social and cultural development is good.
91. Provision for spiritual development is good. The school clearly values this dimension and endeavours to present this to the pupils. Regular assemblies have a clear spiritual dimension

where pupils are encouraged to consider and reflect on issues like health. Other assembly topics also have this dimension at their core. These include themes on spiritual awareness, thanksgiving, healing, faith, silence and joy. These assemblies often have music, prayers and Bible readings as part of the proceedings. In addition to the assemblies, the pupils have opportunities to reflect in registration times where they can 'Pause for Thought'. Some opportunities for reflection occur in individual subject departments such as in art and design where pupils can explore creative expression. On the whole, however, the contribution of individual subject departments to this dimension is not great. Across the school generally, other activities of a spiritual nature include Holy Communion, Baptisms, visiting clergy and prayer boards. The Gideon Society makes regular visits, as does the group N.Flame. The caring ethos of the school strongly supports the pupils in making them feel welcome and valued. This caring outlook is reflected in the inclusive nature of the school which is keen to make pupils aware of the feelings of others who might be disabled or in a minority group.

92. Provision for moral development is good. The pupils are expected to behave well, respect each other and have a clear sense of right and wrong. A variety of behaviour codes clearly indicates what is expected. These codes are reinforced by many topics and themes presented during assembly time, including learning from experience and having a forgiving spirit. A clear behaviour and disciplinary policy underlines the moral expectations that are supported by a rewards system of merits and placets. The school has a well-developed policy on bullying. The PSHE programme is still developing. In Years 7 and 8, pupils receive sex and drugs education by this means. Individual subject departments also make a contribution to the moral provision. In religious education, for example, pupils look at a variety of moral codes, and in geography pupils look at moral issues surrounding the third world. There are elements of a moral nature in modern foreign languages, and in science pupils study issues surrounding pollution and modern biotechnology. The staff themselves set good examples.
93. Provision for social development is good. Positive relationships are encouraged through a variety of clubs and extra-curricular activities. These include sporting and music events. A significant number of subject departments such as mathematics and history include group work and other collaborative work in their lessons. This helps pupils to develop their interactive skills and helps them to understand the need for co-operative attitudes. Some formal learning of social development is done through assembly themes such as living in a family and communication. A more developed programme within PSHE provision would significantly supplement this provision. Pupils have various means by which they can take responsibility. These include house councils, being prefects, stewards in the chapel and library and house captains and helping out on school open days and other public events. Pupils can participate in the community through various charitable activities and some pupils are involved in support work in primary schools. An understanding of some aspects of citizenship is achieved through a formal study of the subject in Years 7 and 8 and at other times in individual subject departments at various times throughout their schooling. Other opportunities for social development include mock interviews, the school pilgrimage, the Enfield Youth Council and work on anti-bullying.
94. Provision for cultural development is good. A variety of musical groups is active in the school such as the gospel choir and the wind ensemble. Pupils also make musical contributions during assembly times. The school play is a regular feature of school life. Various trips out of school also add to the cultural provision. These include visits to St Albans and the Avon Tyrrell Centre and geography field trips. Pupils' art work is prominently displayed around the school. The school has contacts with other schools outside the UK, particularly with German schools, and exchange visits are arranged. An acknowledgement of the multi-cultural nature of the UK itself and of the different communities represented in the school is not particularly strong. Nevertheless, the pupils do a significant amount of multi-cultural work. This is evidenced in subject departments like religious education where pupils make a study of world religions. In geography pupils do work on Brazil, Japan and Botswana. Assembly themes also cover multi-cultural issues. These include inter-cultural harmony and international co-operation and peace. Very good examples of students from different cultures working together in dance, can be found in physical education. Other multi-cultural study can be found in textiles where pupils study materials from India, Japan and Peru.

Provision for spiritual, moral, social and cultural education for pupils with special educational needs is as for other pupils.

Sixth form

95. The quality of the provision for spiritual, moral, social and cultural provision is good. The students attend the regular main school assemblies and so they participate in the spiritual dimension, which is characteristic of these. They also follow their own assembly system. They also have the opportunity to take Communion at the end of term. Another means of appreciating the spiritual dimension is through Yoga exercises where the students learn to be calm and to relax. They also have opportunities to reflect on issues like the Iraq war.
96. The Key Skills programme is good and covers many moral and social issues. The programme includes several visitors who address the students on topics like sex education, drugs, safety, first aid and banking. Students are active in supporting pupils lower down in the school. The students also participate in debates and these cover issues like abortion, capital punishment, and designer babies. Cultural provision is through trips to places such as Disneyland and art galleries. The students also go to and participate in sixth form conferences. Students often make musical contributions in assemblies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS AND STUDENTS?

Years 7-11

97. The school offers a satisfactory level of care and support that meets the wide variety of personal and educational needs of its pupils. The house system, extending across all year groups, under a head of house, is particularly effective in raising the closeness of relationships that contribute to raising achievement. The tutorial time is not long enough to provide adequately for support and PSHE, although elements are part of the citizenship programme.
98. Child protection procedures are satisfactory overall but have some shortcomings. Most, but not all staff know the name of the recently appointed designated person. The policy contains enough, but not detailed, information for staff about the signs and symptoms of abuse. New staff receive information about the school's procedures, the designated person has received relevant training and there is only occasional training to ensure all staff know what to do in the event of any concerns. Medical care and first aid arrangements are well organised and the school has four staff trained in first aid, but distribution of trained staff around school is uneven.
99. Health and safety arrangements are inadequate. Teachers check the safety in their rooms each term and the headteacher makes a check of the site and premises each year. Although appropriate action is taken when needed, the issues and action taken are not recorded systematically enough. A few potentially unsafe areas were observed in classrooms. Electrical equipment has not been checked recently, records have not been kept of fire drills and fire extinguishers are not readily available.
100. Support for and monitoring of pupils' personal development is satisfactory. It is underpinned by a house system where heads of house play a central role and have an overview of pupils' academic and personal progress as they move through the school. They liaise with tutors sharing information about pupils through both formal meetings and informal day-to-day discussions. Pupils have, however, experienced many changes in tutor and this lack of continuity has affected tutors' knowledge of pupils' individual needs and difficulties. Daily form time is well used by some tutors to address any personal development issues but it is not used consistently. The learning mentors funded through Excellence in Cities play an important role in the care and support given to pupils. Merits and "placets" together with the Communion Assembly held each term recognise and reward pupils' achievements.
101. Procedures to monitor and promote good behaviour are satisfactory. The school has expectations of how pupils are to behave. There is, however, no structured behaviour management programme with clearly defined limits of unacceptable behaviour. Class teachers have brief information on suitable rewards or sanctions. They have no clear guidance on how to

promote good behaviour or how unacceptable behaviour should be dealt with. Teachers manage behaviour individually and this results in inconsistencies. The large majority of teachers manage behaviour well while others, especially those new to the school and temporary teachers sometimes have difficulty in managing pupils in their lessons. Incidents of inappropriate behaviour are recorded and monitored by heads of house. Each half term a behaviour audit is carried out and individual targets are introduced to monitor pupils whose behaviour and attitudes give rise to concern. More serious incidents are recorded on 'incident forms' and quickly dealt with. Good systems are in place to deal with any incidents of bullying that may occur.

102. Procedures for monitoring and improving attendance are satisfactory. As the school does not have a computerised system of registration this affects the ability of the staff to collect accurate data on individual pupils' attendance. It makes it difficult to identify and target the large number of pupils with attendance and punctuality problems or recognise any internal truancy. Afternoon registration is at the end of the day and is not always well enough organised to ensure accuracy and reliability. Form tutors are initially responsible for monitoring attendance and punctuality. A senior staff member is now responsible for monitoring attendance. She has begun to identify some of the more serious cases and is working with the education welfare officer, but this is not enough to make significant improvements.
103. Pupils with special educational needs are well cared for by teachers and teaching assistants who are readily available to talk to and guide pupils with their work. The school has appropriate links with other professionals who visit the school.

Sixth form

Advice and Guidance

104. Sixth form students receive good guidance and support on both personal and educational matters. Induction arrangements are good with a well-planned programme on choice of sixth form courses beginning in Year 11. This enables students to feel confident in their new learning environment. Individual sessions ensure regular contact between tutors and students allowing time for both discussion and monitoring. The head of sixth form knows the pupils well and is freely available to provide any support and guidance needed by the students. They receive good information about choosing courses available to them for future study in higher education.
105. Satisfactory systems are in place to monitor attendance, although they are limited, as the sixth form does not have a computerised system of registration.
106. Sixth form students who completed the questionnaires spoke positively about the support and care given by staff, but also nearly half of those who responded raised concerns about the range of worthwhile activities and enrichment courses. Many felt they were not well advised about what to do when they leave school and many others did not feel they could rely on strong and sensitive support with personal problems.

Assessment

Years 7-11

107. A review of assessment and marking policies is currently under way. Currently, there is a lack of a clear, formal assessment policy for pupils in Years 7 to 9, and the current procedures for Teacher Assessments in some subjects lack rigour and consistency. Nevertheless, the systems used for assessment and marking of pupils' work are very good in mathematics, and good in art, history, geography and modern foreign languages. In these subjects pupils are informed well about subject targets, their progress, and their National Curriculum levels. In science, music and religious education, policies are available, but all members of the department do not consistently follow these. In general, marking gives insufficient written guidance to pupils as to how they can improve. In Years 10 and 11 assessment is improved to ensure there is sufficient information for examination entry, but marking remains variable.

108. Statutory requirements covering pupils' records and reports to parents are met. The quality of some pupils' records of achievement is very good. For pupils in Years 10-11, academic reviews take place and this provides written comments, subject target grades and predicted grades for pupils. These are discussed with parents and are also used to provide information about choices for study in the sixth form. Teachers' comments on reports show knowledge of the pupils, but lack specific detailed advice on progress in the subject or advice on how to improve.
109. Assessment of pupils with special needs from Year 7 is good and the information gained, is used effectively by teachers to inform their teaching. Assessment of pupils over time against their targets on IEPs is not effective because IEPs are not part of the whole-school assessment procedures. Pupils are not sufficiently involved in assessing their own progress against their IEP targets.

Sixth Form

110. Assessment procedures in the sixth form are satisfactory. The progress of all sixth form students is reviewed every half term by the head of sixth form. The information from the review is then used at the beginning of each term to set targets for students, but practice in target setting is inconsistent across the departments.
111. Following GCSE examinations, results are analysed and each department returns an evaluation of pupils' progress since coming to the school. Evaluation is also done for sixth form pupils after examination results. The school uses external contractors to provide detailed analysis of some of this information for senior staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

112. The parents' views of the school are positive. There was a low response in completing the questionnaires and only 28 parents attended the meeting. Whilst many were supportive of the school and what it provides they also made their concerns known about a number of areas. Approximately 40 per cent of parents who responded to the questionnaire are concerned about the levels and consistency of homework and are unhappy with the standards of behaviour. Many did not feel the school offers enough activities outside lessons or that the school works closely with them. They do not feel they receive enough information on progress and not all feel their children are making good progress. They are unhappy with standards of teaching and feel the school is not well led and managed. In contrast, a number of parents feel the school expects their children to work hard to achieve their best and find staff approachable. They feel their children enjoy school and are developing a sense of maturity and responsibility. Inspection evidence supports the positive views expressed by parents and also confirms some of their concerns.
113. Links with parents are good, although in general they have little impact on the work of the school. The new headteacher recognises the value of a close partnership between home and school and is keen to involve parents in the learning process. With the emphasis on raising achievement, parents are now invited to year group information evenings, for example to explain exam procedures to parents in Year 7 and Year 9. Parents of pupils in Year 7 are invited to a meeting before their child starts in school, a subsequent meeting where they can discuss how their children are settling into school and a cheese and wine social event. Each Tuesday an informal 'drop in' surgery is held where the headteacher and senior management are available without an appointment.
114. The home-school planner is an important link between home and school and is used satisfactorily by staff to communicate with parents about any causes for concern. Where there are more serious issues, personal contact is made. A supportive Parents-Friends Association organises social and fund-raising events and last year they contributed to improving computer facilities in the library.

115. The quality of information is satisfactory. 'The Stopford Messenger' issued every two weeks is often brief but keeps parents informed about school matters and diary dates. The annual 'Rules' booklet informs parents about key dates. The prospectus contains basic information about the school and is supplemented by a helpful induction booklet for parents of pupils in Year 7. At times when their children make choices, the school arranges year group information evenings to ensure that parents are fully aware of the options available. Parents do not receive information about the curriculum and topics being taught and this reduces the help and support they can give at home.
116. An interim report and a full written report on individual subjects at the end of the school year inform parents of their children's progress. These however do not provide enough information about progress in acquiring the knowledge and skills of a subject or give enough information on strengths or weaknesses. Targets for improvement are not included. Each year group holds one consultation meeting where parents can meet individual subject teachers to discuss progress. In addition the academic review day now offers parents the opportunity to share targets although not always with their child's form tutor.
117. The involvement of parents has a satisfactory impact on their children's learning. Parents are interested in the work their children do at home. There are generally good levels of attendance at consultation evenings. A satisfactory amount of homework is set but there is inconsistency in the amount regularity among departments. Many parents ensure that homework is completed, checking and signing the records in the planner.
118. The school has good links with parents of pupils with special educational needs. The special needs co-ordinator is available one evening a week to meet with parents as well as attending all parents evenings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Years 7-11

119. The quality of leadership and management of the whole school is overall, satisfactory. There is a commitment by staff to school improvement under the direction of a relatively new headteacher after many years of minimal change. The headteacher has a very clear vision of improvement and has given greater coherence to moving the school forward. Her personal leadership is very good and is beginning to have an impact on the work of her senior and middle management colleagues. Internal evaluation of the school's performance compared with other schools is beginning to enable staff with management responsibilities to establish a clearer view of priorities for raising achievement.
120. The leadership and management provided by other staff with responsibilities are satisfactory overall. After some new appointments, staff are becoming more aware of the need to focus on raising achievement. Leading heads of department share the vision and are able to drive through urgently needed change. For example, significant improvement in the management and leadership of mathematics and history has had significant impact. As a result, improvement of many areas of the school, including management structures, has been significantly better in the last year than in previous years. Senior staff have clear, delegated responsibilities for aspects of school management and their accountability for these is becoming more embedded.
121. The school has very clear policies to ensure that all pupils are valued and have equal access to the curriculum. The relationships and degree of racial harmony are a significant outcome of this policy.

122. The governing body is effective in providing support for change, although there is a desire to maintain the traditional qualities of the school and especially its strong commitment to the church. Governors have increasingly good knowledge of the strengths of the school and also the key areas for improvement. Most governors are actively involved and spend significant time in the school. They are working hard to develop and agree the vision for the school's future. They have sound committees, where detailed discussions take place and these form the key to the role of governors in shaping the direction of further improvement. The effectiveness of these committees has increased in the last year.

123. The work of the school reflects the established published aims, in the desire for a caring and supportive environment that reflects the Christian principles of a church school and provides a focus on development of personal qualities. There is a strong commitment to equality of opportunity, which results in a high degree of harmony between the many ethnic groups within the school. The aims are now in need of review, to encompass a better balance between academic achievement and personal development.
124. Management for pupils' achievement is becoming more focused. The priorities are very appropriate in the school development plan, and staff and governors have worked hard on this. There has been a start on departmental reviews, with four areas completed, although not the core subjects. Teaching and learning are not yet monitored well enough, nor with enough consistency across departments. More focus is needed on English, mathematics and science. The arrangements for performance management are secure but are not enough in themselves to identify strengths and weaknesses in individual teachers. This aspect of monitoring lacks rigour and fails to result in enough satisfactory teaching. The problem, however, is exacerbated by difficulties in recruitment of good teachers.
125. The standard of accommodation is variable in quality, but overall is unsatisfactory. The Jubilee Building for science is very well appointed and maintained and the teaching accommodation for ICT is good. Whilst the teaching areas for mathematics and history are generally satisfactory, they each have rooms that require considerable repair work and redecoration. The rooms for the teaching of music are located at opposite ends of a building, which means that the department has no common, central teaching base, making it almost impossible for staff to collaborate and share best teaching practice. Teaching rooms for business studies have poor acoustics and are very restricted in space and layout. Special educational needs students are taught in two rooms that are located on different floors and this is also unsatisfactory. English at post-16 level is taught in classrooms that, whilst adequate, are too restricted to facilitate seminars and similarly structured lessons. The lack of adequate accommodation and satisfactory resources has a negative impact on learning in the practical aspect of media studies at advanced level. Generally, the canteen area is unsatisfactory; the building is outdated and inadequately appointed and is not inviting to those students who wish to sit down to eat. During the inspection it was observed that the girls' lavatories in the Orchard Wing were locked owing to misuse. The school buildings overall are dingy and in poor decorative order.
126. Overall, the quality of resources is unsatisfactory. In physical education the new speed and agility equipment, which has been provided through 'gifted and talented funding' is good. The provision for ICT is satisfactory overall. There are sufficient computers situated in four computer suites. However, in music, science, design and technology, and art design, the ICT provision is unsatisfactory. The computers are either too slow or not powerful enough to carry out activities effectively. The provision of textbooks in science, history, modern foreign languages and English is unsatisfactory: many pupils share books, which limits the effect of homework. The library is understocked and, although it has a pleasing selection of fiction, fails to complement and support courses, particularly at A-level, and is unsatisfactory overall.
127. Within the last two years the equivalent of 37 full-time staff have left the school. Although most of the subsequent vacancies have been satisfactorily filled, there are severe problems in recruitment, which are endemic to the area, and supply or relief teachers currently fill the equivalent of six fulltime posts. Unqualified instructors currently fill eight posts and there are four newly qualified teachers on the staff.
128. Although the staffing of many subject areas is satisfactory or better, in some other specific areas there are major difficulties in recruiting specialist staff, the effect on pupils' achievement being detrimental. In music there are serious implications for the standards of the department and the situation is also unsatisfactory in science and in the main school in English, two areas of the core curriculum. The provision of staff to match the subject's needs is best in mathematics in the sixth form and in history. In some areas, for example in physical education, staffing is only satisfactory because of the high number of part-time staff and the consequent difficulty in co-ordinating the development of the teaching.

129. To help the school mitigate the pressures of the numerous staff changes and the many new teachers, an appointment of a recruitment and retention officer has been made. This appointee is responsible for liaising with the various institutes and agencies concerned with training and recruitment. To help the new staff to become quickly efficient with their functions in the daily life of the school, the manager has produced an effective "fast induction guide" and a termly induction and development course is also provided. All new members of staff have a general mentor as well as a subject mentor for their first year. New heads of department are also allocated a 'buddy' of equal status. Every teacher on a temporary contract is observed teaching at least once every half-term. Despite the efforts of the senior management team to try to ensure at least the maintenance of the quality of teaching, by supporting new teachers and particularly the newly qualified and unqualified staff, there are areas of concern, and especially so in music.
130. Since the appointment of a new headteacher in 2001 a revised programme of performance management has been put into place. The new system is rigorous, with a tight timetable for the current school year. The present cycle is well under way and is now well accepted by the staff. The school management sees the programme as a means of 'opening doors': a tool in raising the quality of provision and also a structured way to meet teachers' professional and personal needs. Training opportunities are well advertised in the school and teachers are encouraged to apply where the training meets their needs, as identified in the performance review, the priorities of the school development plan or national requirements. Overall, the school's provision for the professional development of staff is satisfactory, as also, generally, is the induction of new teachers, although there is some need for more rigour in monitoring of lesson planning and delivery.
131. Management of special educational needs provision is satisfactory. Significant strengths include good provision of support for pupils, staff and parents. However, there are some significant weaknesses. The system for managing IEPs needs review. SEN development planning and support for the special needs co-ordinator need strengthening. Some pupils with statements did not have these statements reviewed in 2002.
132. Procedures for financial management are satisfactory. Educational priorities are supported satisfactorily through the school's financial planning. The school's day-to-day financial affairs are very well organised and carried through in accordance with the financial regulations. Expenditure per pupil is above the average for London Schools. There was no deficit in the year to 2002. The special grant for the new Sports Hall is used for that purpose and the school is not far from its target. Forward financial planning for the next few years will be required if current plans are to be effected efficiently. The new technology is used satisfactorily in the school's administration, but opportunities for extended use for example in recording attendance and punctuality are undeveloped. The school follows the principles of best value in the procedures.

Sixth Form

133. The leadership of the sixth form is integral to the main school, and most aspects relating to the whole school apply in the sixth form. There is a senior member of staff who has oversight of the key areas of curriculum, management and support for students' individual needs. This is done effectively.
134. Students are well supported through the house and management structure and senior staff are readily available for guidance. A good programme for the teaching of key skills has been developed and courses for enrichment are being expanded. Opportunities for personal development are created, so that students can take responsibility, work collaboratively with others and be effective in teams.
135. The governing body takes close interest in the work of the sixth form and is supportive in the same way as it is with the rest of the school. There are clear areas for developments within the school plans, some of which are intended to address the poor quality of some accommodation, which affects the sixth form as much as other years.

136. Resources in the sixth form are inadequate. There are shortages of textbooks and up-to-date equipment. The library is inadequate for sixth form work. Financial management is integral to the rest of the school. The sixth form is slightly subsidised by the main school in terms of its staffing and other costs, but the extent is small.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

137. In order to raise standards the headteacher, leadership team, senior staff and governing body should undertake to improve:
- (1) Achievement of pupils by: (Paragraphs 104,105, 117, 120)
 - ensuring more rigorous and formal monitoring of teaching and learning by heads of department;
 - using assessment data more effectively to support planning and target setting;
 - continuing the departmental reviews with a focus on raising achievement.
 - (2) Match of staff to the needs of the curriculum, and especially address the unsatisfactory provision for science, music and personal, social and health education by: (Paragraphs 123,124)
 - ensuring that the knowledge and skills of the teachers are appropriate to pupils' needs;
 - initiating greater opportunity for sharing good practice across departments.
 - (3) Quality of reports for parents on pupils' progress by: (Paragraphs 112, 113)
 - initiating a review of reporting to parents, taking account of their views and good practice or advice from outside.
 - (4) Quality of accommodation and learning resources for all subject areas by: (Paragraph 121)
 - continuing to develop further the quality of resources and accommodation for all subject areas to match the best in the school.
 - (5) Procedures for monitoring attendance and punctuality, so as to be sure of the accuracy of statistics by: (Paragraph 99)
 - reviewing and improving the structure for monitoring attendance, using electronic recording or other means to ensure accuracy in the returns.

Sixth form

- (1) Vocational courses to meet the needs of students. (Paragraph 82)
- (2) Accommodation and learning resources and facilities, including access to ICT. (Paragraphs 121, 132)
- (3) The range of extra-curricular and enrichment opportunities and the take-up by students. (Paragraph 84)

The school recognises the urgent need to raise achievement in the school development plan, and has embarked on a programme of departmental review. A review of provision for PSHE is in hand and plans to extend vocational courses in place. The school is endeavouring to overcome staff recruitment and retention difficulties as these impinge on the selection and training of high quality teachers for all areas of the curriculum. Accommodation issues and shortage of resources are being addressed on a continuing programme.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	Years 7-11	124
	Sixth form	40
Number of discussions with staff, governors, other adults and pupils		85

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Years 7 - 11							
Number	4	27	52	28	7	6	0
Percentage	3	22	42	23	5	5	0
Sixth form							
Number	1	10	22	7	0	0	0
Percentage	1	25	55	18	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 two percentage points..

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11	Sixth form
Number of pupils on the school's roll	904	118
Number of full-time pupils known to be eligible for free school meals	85	0

Special educational needs	Y7 – Y11	Sixth form
Number of pupils with Statements of Special Educational Needs	6	0
Number of pupils on the school's special educational needs register	104	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	135

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	8.6
National comparative data	7.8

Unauthorised absence

	%
School data	1.4
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 pupils in final year of Key Stage 3 for the latest reporting year	2002	90	90	180

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	34	75	62
	Girls	66	76	71
	Total	100	151	133
Percentage of pupils at NC Level 5 or above	School	56 (82)	84 (79)	74 (78)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	School	22 (36)	56 (44)	32 (32)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 5 and above	Boys	50	77	54
	Girls	69	78	70
	Total	119	155	124
Percentage of pupils at NC level 5 or above	School	68 (70)	89 (82)	71 (73)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	School	34 (36)	64 (52)	31 (28)
	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 pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	88	86	174

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	37	73	77
	Girls	41	84	84
	Total	78	157	161
Percentage of pupils achieving the standard specified	School	45 (48)	90 (97)	93 (99)
	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 pupil	School	39.9
	National	39.8

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

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

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

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-level or AS-level examinations	Year	Boys	Girls	Total
	2001	20	35	55

		For candidates entered for GCE A / AS / Advanced GNVQ / VCE examinations		
		Male	Female	All
School	Number of candidates	21	35	56
	Average point score per candidate	10.8 (12.7)	14.4 (14.1)	13.0 (13.6)
National	Average point score per candidate	16.9(17.1)	18.0 (18.0)	17.5(17.6)

		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	20	35	55	6	7	13
	Average point score per candidate	9.2	12.7	11.4	7.0	8.6	7.8

National	Average point score per candidate	16.9	17.9	17.4	9.8	11.4	10.6
----------	-----------------------------------	------	------	------	-----	------	------

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
48	30	1
9	0	0
3	0	0
10	0	0
7	0	0
8	0	0
2	0	0
3	0	0
0	0	0
1	0	0
5	0	0
160	10	0
173	5	0
17	7	0
6	0	0
117	18	1
17	1	0

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

Teachers and classes

Qualified teachers and classes: Y7 – Y13

Total number of qualified teachers (FTE)	56
Number of pupils per qualified teacher	18.25

Education support staff: Y7 – Y13

Total number of education support staff	10
Total aggregate hours worked per week	317

Deployment of teachers: Y7 – Y13

Percentage of time teachers spend in contact with classes	0.71
---	------

Average teaching group size: Y7 – Y13

Key Stage 3	25.6
Key Stage 4	21.9

FTE means full-time equivalent.

Financial information

Financial year	2001-02
----------------	---------

Total income	3,874,926
Total expenditure	3,803,385
Expenditure per pupil	3,721
Balance brought forward from previous year	344,537
Balance carried forward to next year	71,541

Recruitment of teachers

Number of teachers who left the school during the last two years	37
Number of teachers appointed to the school during the last two years	36

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1022
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	49	9	6	0
My child is making good progress in school.	26	52	17	4	1
Behaviour in the school is good.	20	39	31	8	2
My child gets the right amount of work to do at home.	13	43	33	8	2
The teaching is good.	15	50	19	7	8
I am kept well informed about how my child is getting on.	23	47	22	7	1
I would feel comfortable about approaching the school with questions or a problem.	45	40	9	5	2
The school expects my child to work hard and achieve his or her best.	41	49	7	2	1
The school works closely with parents.	23	43	20	9	4
The school is well led and managed.	28	44	15	5	8
The school is helping my child become mature and responsible.	24	54	11	4	7
The school provides an interesting range of activities outside lessons.	14	36	21	11	19

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 **satisfactory**.

Strengths

- Examination results in GCSE, language and literature.
- Leadership of the department.
- Good management structures in place, including schemes of work, assessment, procedures and support for underachievers.

Areas for improvement

- Quality of teaching and learning to be at the level of the best.
- Standards of attainment and achievement in Years 7 to 9.
- Opportunities for extra-curricular activities.

138. Attainment on entry is at the national average. Results in the National Curriculum Tests of 2002 were below the national average for those obtaining Level 5, or higher, and Level 6, or higher. Girls achieved higher standards than boys. This overall performance was out of character with previous years. The department had recently lost a number of experienced teachers, and there was a further rapid turnover of staff. Younger pupils lost their motivation, and standards of writing fell.
139. GCSE results in English language were above the national average. Girls performed better than boys, but by a smaller margin than that found nationally. Indeed, boys are obtaining better results than in many schools. Results overall were better in English language than in mathematics and science. In English literature fewer pupils were entered than for language but their results were also above the national average. Gifted and talented pupils did not achieve the high grades that might be expected of them, but those who have special education needs made good progress and achieved well. There were relatively few low grades.
140. Standards seen in lessons in Years 7 to 9 are better than the results in national tests would indicate. There is still variation according to the experience of the teacher, but in general pupils are making satisfactory progress, and their attainment is in line with the national average. This is due to well-organised schemes of work to help the less experienced teachers, with regular monitoring and support. Pupils cover a good range of literature and make steady progress in the accuracy of their writing. Those with special needs make good progress when they have access to support.
141. Standards in Years 10 and 11 are also in line with national expectation and bear out the examination results achieved in the last few years. Most pupils, especially the weaker, are making satisfactory progress. They all study a wide range of literature, with opportunity for argumentative writing, analysis of newspapers and television, and composing their own stories. They find it difficult to write analytically about novels or plays, tending instead to describe characters or re-tell the plot. However, their imaginative writing is often vivid, with exciting use of language.
142. The standard of speaking is below national expectation. Pupils were observed giving presentations to the rest of the class, but most read a script rather than speak unprompted. The results were expressionless. Pupils need more help with standing in front of an audience, making eye contact, and putting their ideas over with conviction. There are few opportunities for discussion in lessons. As a result, pupils do not practise expressing their own ideas, nor so readily learn from each other.
143. Standards of reading are satisfactory. But pupils get little opportunity to read aloud; it was more common for the teacher or support assistant to read instead. More time should be given to

encouraging this habit, with regular opportunities for silent reading. The library is underused, and borrowing rates are low.

144. Standards of teaching, overall, are satisfactory, with some good and very good lessons observed, and some that were unsatisfactory. All teachers plan and prepare well, with good knowledge of the subject and awareness of the National Literacy Strategy. Information and communication technology is well used to enable pupils to redraft their work.
145. Where lessons are good it is because teachers, in addition, interpret the topic imaginatively, expound with enthusiasm, and know how to hold their pupils' attention. These teachers expect high standards of presentation and quantity, and mark helpfully. In one very good lesson the teacher had asked pupils to write letters to their favourite authors, and then copied the best of these as a means of guiding and inspiring the rest.
146. In the weaker lessons the teachers give their pupils too little to do and have low expectations of what pupils can deliver. As a result, in the best lessons pupils are well motivated. Their attitudes and behaviour are good. They are keen to learn and produce good work. The chief weakness is that they are given too few opportunities to learn from each other. In the weaker lessons pupils do what is asked of them, but without enthusiasm, and without having to think for themselves. They make only slow progress.
147. The department is very well led and managed. There are now in place all the policies and procedures required for rapid improvement. Schemes of work have been re-written so new teachers, in particular, know what they should do and what criteria to apply. Assessment is well organised so pupils know how well they are doing and what they should do to improve. There is an effective system for staff performance management and for monitoring what the department should be doing. There are now revision guides, extra sessions for pupils who need to improve their likely grades, and letters home to suggest ways in which parents can help. There is some weakness in the lack of theatre visits and similar activities, but it is an inclusive department, which contributes to the moral and cultural development of pupils and ensures that all are treated equally.
148. Improvement since the last inspection has been satisfactory. Results in English literature appear less good, but weaker pupils are now entered, so the overall standard has remained constant. During inspection, a few lessons were found to be unsatisfactory, which is more significant than found previously, but is explained by the legacy of rapid turnover of staff. There is still a tendency for teachers give insufficient opportunity for pupils to work independently. Assessment procedures have improved, and boys are now performing almost as well as girls. The department can take pride in what has been achieved over the last few months, giving confidence that future improvement will be very good.

MATHEMATICS

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

Strengths

- Very good leadership and management leading to excellent improvement since the last inspection.
- Very good development of teaching, responsible for a sharp rise in standards at the end of Year 9.
- Very good assessment procedures used well in the teaching arrangements for Years 10 and 11.

Area for improvement

- Arrangements for teaching gifted and talented pupils, particularly in Year 7.

149. In the 2002 end of Year 9 National Curriculum Tests, attainment was well above the national average for all schools, above average in comparison with schools in similar circumstances and above average in comparison with attainment on entry to the school. This highlights the level of improvement in recent months, considering that attainment in the previous three years was close to the national average. Significant factors in this improvement are the successful implementation

of the National Numeracy Strategy and the very good improvement in the teaching since the last inspection. Performance overall was higher than for both English and science. Girls' performance was better than the boys'. The trend is above the national trend.

150. In the 2002 GCSE examination results at grades A* - C, attainment matched the national average for all schools. The number of pupils earning grades A* - G was below the national average, as a number of boys were not entered for the examination owing to poor school attendance. Performance was average in relation to other subjects in the school. Results recently have fluctuated slightly from year to year, with no overall significant difference between boys and girls over time.
151. Standards seen in the inspection in Year 9 are well above average. Achievement is very good when account is taken of pupils' attainment on entry to the school. Higher-attaining pupils draw neat graphs in statistics and calculate areas of compound shapes, involving circles, accurately. Average-attaining pupils correctly identify equivalent ratios but their work in trigonometry requires further consolidation. Low-attaining pupils enjoy their investigative work in mathematics and solve problems. Short memories prevent long-term learning gains, recalling properties of basic geometric figures, for example.
152. Standards seen in the inspection in Year 11 were average. Achievement is satisfactory, as these pupils' attainment at the end of Year 9 was average then. Higher-attaining pupils show a good knowledge of algebra in the solution of equations in algebra. They use difficult formulae in trigonometry well. Average-attaining pupils can define a median in statistics and they use appropriate diagrams well to obtain measures of range. Low-attaining pupils' revision work for GCSE is spoiled as a few have unsatisfactory attitudes to their learning.
153. Pupils from different ethnic backgrounds achieve equally well; pupils with special educational needs achieve similarly to their peers because of the good teaching arrangements and the learning support assistants, who work well with teachers. Gifted and talented students make satisfactory progress overall, some making good progress in Years 10 and 11, for example, because of the good teaching arrangements. Others underachieve, in Year 7, for example, because the teaching is not sufficiently focused on their needs. Standards of numeracy are above those expected overall owing to the good teaching of basic skills. Standards of information and communication technology and literacy are average. Some of the higher-attaining pupils produce excellent pieces of coursework, very well written, and well argued mathematically with appropriate formulae and tables. Attitudes overall are good, from Year 7 to Year 11.
154. The quality of teaching is good overall, ranging from excellent to a small minority that is unsatisfactory. Learning is good as a result. Teaching is good or better by those teachers with several years service to the school, which is why the achievement of pupils has increased since the last inspection. Teachers new to the department this year have not yet reached these standards, despite the very good support they receive. The National Numeracy Strategy is a good feature of the teaching, consolidating learning well. Learning aids are used effectively in many lessons to help pupils learn. Rote learning support through post card notes is one notable feature of the teaching in the very good teaching seen. Excellent management of pupils is another. This leads to good levels of pupils' oral contribution in lessons and is a significant element in their learning. When the management of pupils is unsatisfactory, learning is unsatisfactory.
155. Leadership and management are very good. The improvement since the last inspection is excellent because each aspect of the department's work has improved. The monitoring of the department's work is very good. Assessment procedures are also very good and used well, as in the teaching arrangements in Year 11 that focus on gender differences. The monitoring, evaluating and development of teaching is also very good, responsible for the improvement in teaching since the last inspection. Further work in this direction is required if the recent rise in standards is to be maintained.

SCIENCE

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

Strengths

- Teachers' knowledge and understanding of science ensure that information provided for pupils is clear and understandable.
- Lesson planning.
- Science accommodation provides a high quality, spacious and bright environment for learning.
- Technician support enables teachers to plan with good use of resources.

Areas for improvement

- Standards of attainment and achievement compared to similar schools, by the end of Year 9.
- Management of pupils' behaviour, which is currently unsatisfactory.
- Assessment and its use in curriculum planning.
- Monitoring of teaching and learning.
- Use of ICT by pupils in lessons.

156. Results in National Curriculum tests in Year 9 in 2002, were close to the national average but well below average when compared to similar schools. Girls did much better than boys. Results have improved since 2000, although results for 2002 are slightly lower than for last year. There has also been an increase in the proportion of pupils achieving higher scores. GCSE results are close to the average compared to all schools but boys do much better than girls at this age. These results are an improvement over 2001.
157. Standards seen at the end of Year 9 are well below average and show unsatisfactory achievement from the beginning of Year 7. Pupils are able to set up equipment to investigate heat transfer in model houses and measure and record their results, but they are not confident in saying what they think will happen and identifying a fair test. Good examples were also found. For example, Year 9 pupils in a lesson seen on inheritance asked important questions on designer babies and stem cell transfer. Pupils in Year 9 also have other opportunities to consider both moral and social issues in science.
158. Standards seen at the end of Year 11 are close to average. Compared with their attainment at the end of Year 9, this shows satisfactory achievement. In a Year 10 lesson on chemical reactions, pupils handled equipment confidently, measured accurately and wrote equations using words and formulae. In a Year 11 physics lesson on the extension springs, pupils were able to set up the equipment well but they were not confident in measuring accurately and identifying patterns in their results.
159. In lessons pupils' attention is drawn to keywords displayed around the laboratories and these are used by teachers to provide good support for literacy. Particularly in physics, pupils have good opportunities to improve their numeracy through measuring, carrying out calculations and drawing graphs. Good support is available in most lessons for pupils with special needs and those with English as an additional language. These pupils make the same progress as others in their classes.
160. Teaching and learning overall are unsatisfactory. This is reflected by just over a quarter of lessons seen being unsatisfactory or poor and is characterized by a lack of effective management behaviour. Pupils take too long to settle down at the start of lessons, teachers carry on teaching when many pupils are not paying attention and at the end of lessons pupils leave the rooms in a disorderly manner. Within the department the teachers mark pupils' work in different ways and homework is not set as often as it should be. The other extreme is that a quarter of the lessons seen were very good and in these lessons work proceeds at a brisk pace with the teacher setting challenging questions and having high expectations regarding responses and behaviour. In their turn pupils are enthusiastic in their work and apply themselves well. The work of pupils in these classes is marked well and includes useful feedback on what need to be done to improve.

161. Pupils' attitudes and behaviour varies according to the quality of teaching they receive and the level of demand made upon them. Where the work is not sufficiently challenging or too theoretical, as in a double lesson on the nitrogen cycle, interest is lost and behaviour deteriorates. In a Year 10 lesson on adaptations, where pupils had a lot of practical work to do, they were totally absorbed and understood how adaptation is linked to the ability of animals and plants to survive in hostile environments.
162. Assessment procedures in the department are poor. In too many classes pupils do not know the standards they have achieved or what they need to do to improve. A system for setting targets to aim for, based on previous performance, is only in place for Years 10 and 11. The careful monitoring of pupils' work in Year 7, as recommended in the previous inspection, has not taken place. The quality and regularity of homework varies from very good to poor, depending on the class.
163. Laboratories are relatively new and spacious and their appearance is enhanced by effective displays of key words, pupils' work and relevant posters. While there is adequate equipment there is a significant shortage of textbooks. There is too little access to ICT equipment and the computers in the department are slow and make access to the Internet and other resources difficult. A small proportion of Year 10 and 11 pupils take single award science by choice, but most take double award.
164. While there are some good features of management including the analysis of examination results, regular minuted meetings and the development of the handbook, leadership and management of the department overall are unsatisfactory. This is due to the lack of guidance on assessment and marking, the lack of monitoring by the department of teaching and the unsatisfactory progress made in addressing issues raised in the last inspection. This includes the use of ICT by pupils, which is still not meeting statutory requirements.

ART AND DESIGN

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

Strengths

- Very good teaching, in particular that seen in textiles lessons, which leads to very good achievement and progress in lessons.
- The good support that the department gives to the pupils' literacy development through the high expectations of research and annotation.
- Good monitoring of pupils' performance, including regular self-evaluation of units of work.

Areas for improvement

- Pupil management in some lessons, where behaviour is unsatisfactory.
- Accommodation for art and design is unsatisfactory, since some teaching rooms are too small, storage space is poor, and the unattractive environment is not conducive to learning.
- Resources in ceramics, ICT, graphics, art room and library reference books.

165. The proportion of pupils gaining grades A*-C in GCSE examinations in 2002 was below national averages. The normally successful textiles results declined considerably from 2001 and there was a small decline in the art and design examination results. This is explained as the result of a particularly difficult and disaffected cohort of pupils in Year 11 last year, and is not expected to be repeated in future years. The Teacher Assessments for current Year 10 pupils indicate standards in line with national averages and hence a significant rise in GCSE examination results in future years. The good and very good teaching seen in lessons during the inspection reinforces other indications that standards will rise.
166. From work seen during the inspection, standards at the end of Year 9 are broadly in line with national averages. Pupils arrive in Year 7 having had a wide range of art experience in their primary schools and with standards of achievement generally below national expectations for that

age. Pupils achieve well through Years 7 to 9 and make good progress, although the progress of some Year 7 classes is slowed by disruptive behaviour. In textile lessons in Years 8 and 9, pupils learn the print transfer and basic stitch work processes very well. Most students choose simple images to prepare a print, with higher-attaining pupils striving for more complex images, such as a background shoal of fish. Higher-attaining pupils in Year 9 blend transfer inks to apply tone to their prints, working carefully to anticipate problems at the transfer stage. Pupils with special educational needs settle well to the lessons, are well supported by the teacher and make the same good progress as others. At this stage observational drawing skills are not effectively developed and weaknesses show in painting and drawing lessons.

167. Standards by the end of Year 11 are in line with national averages. Pupils learn well from the very good teaching, making particularly good progress in textiles and lino printing lessons and good progress in others. In a very good lesson on lino printing in Year 10, pupils rose to the challenge to produce large, detailed prints and all applied themselves to the task and made very good progress at the cutting stage. Two talented pupils showed exceptional design and cutting skills in their work. The high expectations of the teacher and his very good knowledge of the German Expressionist artists ensured a high level of achievement. Pupils in Year 11 annotate their work fully and competently, showing good research and investigation skills. Standards of textile work are high and the one boy in the textiles class is well integrated into the lesson, making the same very good progress as others. The use of textile colour is striking and enables very rich and vibrant displays of work to enhance the entrance area, as well as the classroom.
168. The quality of teaching is good in Years 7 to 9 and very good in Years 10 and 11. Teachers have a very good knowledge and understanding of their subject areas and have appropriately high expectations of standards in lessons. The management of pupils is better in Years 10 and 11 than in the earlier years, where teachers struggle to settle some disruptive elements in Year 7. The use of the Key Stage 3 strategy is developing and leading to well paced and productive lessons. On occasion the introduction to lessons is prolonged and pupils' interest wanes. Pupils with special educational needs are known well by teachers and make the same progress as others in lessons. Pupils' progress is effectively monitored over each project. Writing frames for self-evaluation sheets ensure that all pupils can write an effective critique of their work, something they are required to do at the end of every project. Very good relationships are a characteristic of most lessons, providing a pleasant, positive working atmosphere in which pupils can enjoy their work and make good progress.
169. The leadership and management of the department are satisfactory. The main department handbook is in need of updating, in line with the textiles handbook, and there is a need for a more rigorous approach to the use of National Curriculum levels in assessing pupils' work. The accommodation is unsatisfactory and in need of re-organisation and refurbishment. Storage space is poor and has led to a lot of clutter in rooms each year. There is no clear sense of direction evident around the department or in development planning. The department has recently installed two good quality computers in developing resources for ICT. However, the staff are not fully trained in the use of digital software and the department does not contribute to the development of pupils' ICT skills, other than those required for Internet research. The stock of reference books is unsatisfactory, both in classrooms and in the library. The improvement from the previous inspection has been unsatisfactory. There have been improvements in the curriculum and in addressing the low performance of boys, but standards have declined in recent years, although achievements in textile work have remained a strength of the department.

CITIZENSHIP

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

Strengths

- The introduction of citizenship as a National Curriculum subject has seen the appointment of a new head of department and a team of dedicated teachers.
- A scheme of work for Years 7 and 8 has been developed and a central bank of resources is maintained to provide support and materials for teachers.
- Pupils are given plenty of opportunity to develop their own views and opinions through discussion activities.
- A School Council has been elected to office, meeting regularly within the school day.

Areas for improvement

- Achievement of some pupils and teaching that does not ensure that pupils reach their full potential.
- Adherence of all teachers to the department's strategy for the marking of pupils' work.
- Monitoring, in which lesson observation does not provide sufficient focus on the quality of teaching.
- The written reporting of the subject to parents.

170. Citizenship is a new subject in the curriculum, introduced this school year. It is currently taught to Years 7 and 8, with plans to extend this to Year 9 next September. It is not therefore possible to comment on standards over time, but evidence suggests that the standards of work being achieved are satisfactory. However, within that overall judgement there is considerable variation in standards of learning and of achievement. Lessons provide frequent opportunities for pupils to develop their ideas through individual and small group work and there are good examples of this. However, there are also times when some students are distracted too easily, finding it hard to stick to the tasks, and in such examples learning is unsatisfactory. Inclusion is usually considered, so that, for example, discussion groups contain a balance of pupils who are gifted and talented and those who have special educational needs. In those observed lessons where this was the practice there is a full involvement of the class in discussion work which is good, but where discussion groups are more adhoc in structure the work is less effective and is sometimes unsatisfactory. The establishment and election of a School Council, with representatives elected by each form and with an agreed constitution, is a positive step that reflects good practice.
171. In most lessons pupils made the best of the opportunities offered them, participating well and producing work that is at least satisfactory. Both written and oral work is encouraged in lessons and pupils often participate with enthusiasm. However, in a few lessons weak teaching did little to encourage pupils to consider the issues being considered. Written work is, on occasion, careless and incomplete, with little attempt by the teacher to rectify this, and group and oral work is sometimes rather superficial, failing to draw out a full consideration of the topic. Some pupils are happy to sit back and let their classmates do most of the work, remaining uninvolved themselves. Standards of teaching are therefore inconsistent – some good work is taking place and some teachers show a clear commitment to Citizenship, but alongside this goes some unsatisfactory teaching. Where teaching is good the pupils are learning well and are being challenged to consider issues that have an importance for the society in which they are living. About a quarter of the lessons that were observed were unsatisfactory, the rest showed teaching that was at least satisfactory and some elements that were good.
172. Learning was considered to be satisfactory where pupils produced well-structured work – often taking the form of group work in which pupils work together to consider a particular topic and feed back their outcomes to the whole class. As well as note making, this produced some good and thoughtful discussions that were very relevant, many of the pupils participating with enthusiasm and commitment, often supported by thoughtful written work. The views of others are listened to and respected. Effective teaching led to fully motivated and engaged pupils who learned well, but in one group that was observed pupils showed little enthusiasm or commitment and here the learning was not satisfactory. Departmental policy is that at least one piece of work a term will be marked for assessment purposes, so that progress can be measured. However, a look at some pupils' folders showed that this is not always being done. Progress in such cases is not apparently being measured and the department should rectify this, because it is unsatisfactory. There is no written reporting of the subject to parents at the moment – again, this is not

satisfactory in a subject that forms part of the National Curriculum and the school should consider again its policy in this respect.

173. Curricular planning and development undertaken in school before the introduction of the subject have meant that citizenship has a coherence that has got it off to a good start. A central bank of resources stored and maintained by the head of department provides a good framework for all lessons. Care needs to be taken to ensure that these are constantly updated and expanded as appropriate. The decision to appoint a teacher with specific responsibility to lead the subject, supported by a dedicated team of citizenship teachers, is a good policy that should enable the subject to continue its development in an effective way over time. The main developmental need at the moment is to deliver a consistency of teaching and assessment so that learning can be monitored. The head of department undertakes lesson observations, but these must focus more on the quality of teaching and learning, rather than tending to be a focus on the ways in which the resources are being used. Leadership of the department in its early days is satisfactory, but there are clear issues to address if it is to improve, and the current inconsistencies that produce unsatisfactory teaching and learning in around a quarter of the lessons that were seen need to be eliminated. If this is done in an effective way the subject should be able to address these areas of weakness that lead to inconsistency at the moment and become a more effective department.

DESIGN AND TECHNOLOGY

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

Strengths

- Good teaching and learning throughout.
- Pupils' positive attitudes to learning and the effort made with their work.
- Very good inclusion of all pupils, including those with special educational needs.

Areas for improvement

- Strategies to raise standards of boys.
- Learning opportunities by improving resources, access to ICT, computer aided design and computer aided manufacture.
- Accommodation for design and technology, which is currently of poor quality and in need of upgrade.
- Numeracy skills within the context of design and technology.

174. Standards on entry to design and technology in Year 7 are below average. Attainment reflected in Year 9 Teacher Assessments in 2002 was in line with the national average.
175. Pupils have the choice of studying design and technology through work in resistant materials, food technology and graphics. By the end of Year 11 pupils' standards overall in design and technology are average. The percentage of A*-C grades gained in the 2002 GCSE examination confirm this judgement. These results represent satisfactory achievement for the majority of pupils. The 2002 results were a slight improvement on the 2001 examination results. Female pupils generally do better than male pupils, although the difference is similar to the national average difference. Girls attained more of A* to C grades in 2002. Girls attain better in design and technology than they do in other subjects. Boys perform slightly less well in design and technology than in other subjects.
176. Standards of work are at the national average by the end of Year 9. Achievement over Years 7 to 9 is good. Pupils in Years 7 to 9 use a range of graphical skills in their design work. They are able to design and make items using a wide range of materials, including food, wood, paper and metal. Year 9 pupils working on the "Emergency Project" in resistant materials are independent and produce good technical graphics with annotation. Their files are well presented and show understanding of the design criteria with adequate research and development of ideas. Skills in making are good. Pupils work hard to construct a finished product of good quality in wood that shows some individuality in design. Year 9 pupils carry out simple food tests and analysis and record their findings. The majority of pupils produce writing that is well formed, clear and

readable. Lower-attainers and special needs pupils find literacy difficult. Because of good guidance from teachers they produce short answers to investigations.

177. Standards by the end of Year 11 are average. Achievement is satisfactory for all pupils, including those with special needs. Work in folders, and in progress, covers a wide range of attainment. Standards vary from below average to above, with a few gifted and talented pupils producing high quality design sheets using very individual styles. Pupils learn well through direct observation and practical problem solving. For example, they quickly learn how to measure, cut and shape and produce joints to make wood constructions of their own designs such as television cabinets and children's games. Their work shows a clear understanding of the properties of woods and good making skills. Tools and equipment are used well, paying careful attention to health and safety. In food technology, pupils' evaluations of products that they have made are done in some detail, with photographs and good quality graphs to help the analysis of the design brief requirements. In graphics, pupils' understanding of various drawing methods, especially isometric drawing, is developing well. High attainers in particular show good ICT skills in coursework. Presentation of this work is of a high standard. The Internet is well used for research. Some pupils, however, do not use ICT sufficiently. Some lower-attainers' files contain some incomplete work.
178. The quality of teaching and learning is good. In the lessons seen, teaching and learning was never less than satisfactory and, in some lessons, was very good. The design and technology curriculum and examination requirements are presented well, through planned projects. Lessons start with clearly stated aims and good introductions, including clear practical demonstrations. These advance learning at a good pace. Class management and control are good overall, enabling very effective use of lesson time. Resources are carefully prepared for appropriate practical tasks. In a Year 10 lesson on orthographic projection pupils quickly engaged in drawing different elevations and labelling drawings. The pace was brisk and clear teaching and learning objectives were met. Generally, literacy is good, with concentration on the use of technical vocabulary in lessons and highlighted through wall displays in classrooms. Numeracy and ICT skills are satisfactorily integrated with project work. Assessment procedures are good and pupils are generally aware of their targets. In some lessons more use could be made of assessment and verbal and written comments from staff on pupils' work should be related more to National Curriculum and examination criteria. The attitudes and behaviour of pupils are very positive.
179. Leadership and management of the department are good. Teamwork is good, including the help and assistance provided by technical staff. Monitoring of pupils work is developing well. Improvement since the last inspection has been good and there is now considerable capacity to improve further. The department has experienced staffing and recruitment problems over the last year, but these are now resolved. Some of the workshop accommodation is still rundown as at the last inspection and has an effect on standards. However, over the department as a whole, a stimulating working environment has been created through bright informative displays that relate to work being undertaken.

GEOGRAPHY

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

Strengths

- Good provision for fieldwork in Years 10 – 11 enables pupils to develop geographical skills and prepare good examination coursework.
- Good provision for the use of numeracy and ICT in all years.
- Well-planned lessons with good use of resources develop pupils' skills and understanding.

Areas for improvement

- Raise attainment and improve the provision for learning, for the wide range of pupil ability.
- Develop school-based schemes of work for Years 7 – 9 and specify basic skills teaching in all schemes of work to ensure coverage for all pupils.

- Improve fieldwork provision in Years 7- 9.

180. Levels of attainment are below national average at the end of Year 9. Teaching provision was very varied between 2000 and 2002 and this is reflected in the results. In 2002 the percentage of pupils in Year 9 gaining National Curriculum Level 5 or above was 50 per cent compared to a national average of 66 per cent. Boys' results were much lower than those for girls.
181. At the end of Year 11 in 2002, the GCSE results were in line with the national average with 51 per cent of pupils gaining grades A *-C compared to a national average of 56 per cent. There is little difference between the results of girls and boys.
182. In GCSE travel and tourism attainment is well below average; only 10 per cent of pupils gained grades A*-C in 2002.
183. The work seen in books and lessons for pupils in Years 7 - 9, is satisfactory overall. By Year 9 the quantity and quality of written work and its presentation improve, and there are good examples of the development of numeracy, for example in work with maps.
184. Higher-attaining pupils produce very good creative writing, e.g. news reports, postcards, and good enquiry projects. Gifted and talented pupils show good research skills in the selection of information and creativity in presentation. Lower-attaining pupils and those with special needs often have literacy weaknesses, which limits their progress and access to information so their work is often incomplete. Compared to entry standards in Year 7 pupils show satisfactory achievement.
185. In Years 10-11 the standards of work seen are satisfactory. Higher-attaining pupils produce good detailed writing and have well-organized notebooks. Their coursework shows good data collection, presentation and analysis and a good evaluation of work done. Written conclusions are brief, however, and lack detail. For lower-attaining pupils the quality of written work improves but details linking information to reasons for change are not always included. Coursework has satisfactory data use but there is poor labelling and insufficient use of data in written evaluations. The departmental provision for fieldwork and coursework has improved this year. All pupils make good progress in the use of numeracy and ICT. Compared to pupils' standards at the start of Year 10, their achievement is satisfactory and for Year 11 pupils it has been affected by the varied teaching provision between 2000 and 2002.
186. In GCSE travel and tourism, work seen in books and lessons is less well organized, written work lacks detail, and there is evidence of incomplete work.
187. Teaching is good overall. Only one unsatisfactory lesson was seen. Most lessons have good pace and are well planned to use a variety of activities and resources. In good and very good lessons, calm, persistent, probing questioning ensures pupils' concentration and they learn with good understanding. In other lessons the teacher may give too much information or allow too much chatter, which slows lesson pace, affects pupils' concentration and limits their depth of understanding. Good support for pupils' responses encourages pupils to take an active part in all lessons and there is evidence of very good pair work and discussion. A Year 9 lesson on wind energy provided very good resources for a decision making exercise and pupils were well managed and supported to ensure they selected a site and produced reasoned judgements for their choice. In some lessons, very good starter exercises provide instant motivation for pupils and encourage a questioning approach to learning. Low-attaining pupils receive good teacher support but need clear targets to encourage them to complete work and more literacy support to develop their writing skills. Pupils' work is well marked and they are given constructive advice and factual corrections, in addition to supportive comment, which encourages learning.
188. Teaching in GCSE travel and tourism is unsatisfactory. Pupils are not well motivated and despite teachers' good planning pupils show limited interest in the work and are quite often inattentive.
189. Leadership of the department is good and the teachers are well-qualified and enthusiastic geographers. There is good use of assessment and target setting and assessment is well used to

help with the planning of courses suited to pupils' needs. Since the last inspection there has been good improvement. The use of ICT has improved, enquiry projects are now done and good use is made of decision making and problem solving activities. Textbook provision has improved and books and atlases are available for all lessons. The changes to schemes of work for Years 7-9 require completion. The provision for skills teaching needs to be clearly specified for all pupils. The course in travel and tourism is to be discontinued by the geography department. It has a substantial business element and resources are considered to be lacking in motivation for pupils.

HISTORY

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

Strengths

- Above average standards as a result of good teaching, where individual needs of pupils are always taken into account, enabling all to take part in, and benefit from, every lesson.
- Great care and attention that go into planning of lessons.
- Overall organisation of the department, which enables all pupils to make the most of their individual talents.
- Pupils' enthusiasm for the subject.

Areas for improvement

- Quality of resources, especially textbooks that are insufficient in number and out of date.
- Level of provision for ICT.
- Accommodation; where rooms are in poor decoration, have poor lighting and provide an unsatisfactory environment for learning.

190. In 2002, results in the history department were above the national average for all maintained schools, both when judged by Teacher Assessment in Year 9 and also, for those who went on to study the subject at GCSE, in their exams taken in Year 11. Examination results showed that around a third of the pupils obtained the highest GCSE grades and all were successful in getting grades A to E. Boys achieved at the same level of success as girls.
191. When pupils enter the school they are at about the national average standard. They go on to make good progress throughout the school in history. By the end of Year 9 pupils show an understanding of major historical events and personalities they have studied, and appreciate the need for evidence to try to overcome bias and prejudice. The needs of all pupils, including those with special educational needs, and those who are gifted and talented, are taken into account in lessons and so the whole class is encouraged to produce their best possible work.
192. Work seen in lessons demonstrates the ability of pupils to express opinions and contribute well to oral work. Listening and writing skills are also developed well and the work undertaken in individual and small group settings provides good opportunities for pupils to develop their thinking and understanding.
193. By the end of Year 11 pupils have continued to make progress; the higher-attaining pupils are able to construct well-substantiated arguments and challenge different interpretations of events. Lower-attaining pupils are also encouraged to maximise their potential and can draw simple conclusions when looking at evidence. At the time of the last inspection the amount of source material and artefacts with which pupils could work was quite limited, but the range of materials is now much greater and is still improving. This is helping to motivate pupils and brings the subject to life. Of particular interest is the work currently being developed by the head of department into a unit of study based on the local Ponders End census returns for 1871, which, in addition to providing a fascinating insight into local life, will also provide ample opportunities for the development of skills in literacy, numeracy and computing.
194. The four members of staff who teach history are specialists with degrees in the subject and they are experienced and skilled teachers. The highly focused teaching of history, in which every lesson has clear aims and expected outcomes, enables pupils to make good progress in the subject throughout the school. The overall quality of teaching is good and all the lessons that were observed showed a good level of pace and challenge. The use of individual and small group activities means that everyone in the class is involved, and the care taken to identify and provide for any special needs of pupils means that the whole class is expected to produce the best work of which they are capable.
195. Recent improvements in the strategies used in marking, which sees pupils being given a grade for their work which is tied to the different levels of National Curriculum achievements, enable pupils

to understand how well they are doing and, as they get older, their likely final exam grades. There was one example in which a teacher's marking had not been undertaken in line with this new strategy, which should be addressed if the department is to develop a coherent policy for all, but generally there was a coherence throughout the work of the entire department. All pupils' workbooks contain a sheet in which pupils record their latest challenge and how they should try to meet it.

196. To an extent, individual work is held back by the limited degree to which ICT has been developed within the school – access to Broadband facilities would, for example, enable greater use to be made of computer-assisted learning. That said, within the department itself, considerable progress has been made and there were some very good examples of the use of computers to develop historical understanding, such as a lesson using a PowerPoint program to look at the correlation between the rise of the Nazi party and unemployment in Germany. This marks a substantial development since the last inspection. Effective use is made of computers in the after school history club, where some of the students are busy developing the newly introduced history section in the school's web-site, and it was good to see that every room used for history teaching advertised the web-address of the department's page.
197. The department's rooms are also marked by effective displays of a range of materials that relate to the topics being studied, acknowledging the multi-cultural and multi-ethnic character of the school. Potentially sensitive subjects, such as the slave trade and the Nazi government's treatment of social and racial minorities, were handled with great care.
198. Three of the four rooms used for history teaching have been improved since the criticism of them in the last inspection report, but a fourth remains inadequate – flaking paint, cracked and broken white tiles, exposed pipes and flickering lights that were also too high in the ceiling to provide effective light give, albeit unintentional, messages of a negative nature to both teachers and pupils who have to work in such an environment.
199. The new head of department started in September 2002 and has already brought about some important developments that should enable the department to become even more effective than it has so far been. The expanded and improved departmental handbook is thorough and well planned, forming the basis for much of the work of the department. The improvement of resources and artefacts was rightly identified as a priority and steps have already been taken to improve these inadequacies. However, there are still classes in which pupils do not have a text book each and the department must continue to do all it can do eradicate this shortage as a priority. The improvements, in the number of original source materials, for example, have helped to stimulate further the interest and involvement by the pupils, and the numbers who wish to take the subject as an option continues to grow.
200. Co-operation within the department is good and there is A-level of collaborative work between teachers, which allows them to share good strategies, styles and activities. All the teachers have high expectations of achievement, which is a key factor in the continuing improvement within the department. Homework is set regularly and reinforces the work done in classes. Thought is also being given to the expansion of the number of field visits that can be undertaken. Trips to enable pupils to see sites of historical importance will further enhance the good work already being undertaken in the department.
201. At the last inspection standards were already above the national average and good improvement has been made in a department that was already judged to be performing at a more than satisfactory level. The improving exam results, the quality of teaching, the care for individual pupils, and the strengthening of the department since the appointment of the new head of department provide a good basis for a further enhancement of the standards of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Strengths

- Enthusiastic and knowledgeable teachers whose teaching is consistently good.
- Pupils' attitudes to learning.
- Very good relationships between teachers and pupils.
- Good leadership and management of the department.

Areas for improvement

- Time allocation for the GNVQ ICT course in Years 10 and 11, which is far too little for a course equivalent to accreditation in four GCSE subjects.
- Speed of Internet access, which is too slow, and inhibits use.
- Range and quality of pupils' experience of ICT across the curriculum.

202. In Year 9 the standard of pupils' work is in line with national expectations. At the end of Year 11 students achieve standards of work that are also broadly in line with the national average. This is shown in the pass rate of those taking GCSE ICT and the work of those pupils who have partly completed the intermediate GNVQ course in ICT.
203. These standards are confirmed from the work seen during the inspection. In Year 9, for example, pupils use Front Page Express to write web pages incorporating pictures and hyperlinks between pages. In Year 11, students can confidently use all the standard applications including Word, Excel spreadsheets, Desktop Publisher, Access databases, Internet Explorer and PowerPoint. They can select the most appropriate software for a given task and move work from one application to another with ease.
204. The quality of teaching is consistently good. During practical sessions, for example, technical skills are explained well and challenging tasks for pupils are set that indicate the high expectations of the teachers. Pupils generally respond well to these demands and work enthusiastically. Gifted and talented pupils enjoy the independence they are given, with appropriate teacher support, and often produce assignments of a very 'professional' standard. Teachers have good subject knowledge and plan their lessons well so that all pupils have a clear understanding of what is expected of them. Pupils with special educational needs and those who speak English as an additional language receive good support and make satisfactory progress. However, one lesson observed was of a lower quality when, owing to insufficient planning, the teacher failed to keep the majority of pupils on task during individual work on the computers.
205. Most pupils enjoy this subject and work for long periods of time sustaining their concentration on the tasks set for them. They are confident in their skills and some are prepared to explore new ideas and work creatively. Many complete their work with care and pay attention to detail. Older pupils are good at evaluating the quality of their work and are able to identify ways in which it may be improved. Many often extend their learning through additional individual research at home or in the after school ICT lessons provided by the ICT teaching staff.
206. All pupils have an opportunity to study ICT throughout the school and all are able to achieve a formal qualification in ICT at the end of Year 11. However, in Years 10 and 11 the time allocation for ICT is insufficient for pupils to adequately cope with the demands of the intermediate GNVQ course. This course is equivalent to four GCSEs but the allocated teaching time corresponds to that for a single GCSE, five periods per fortnight, and about half of the pupils receive only two or three periods per fortnight. This puts the pupils and teachers under unreasonable pressure and must severely restrict pupils' potential attainment.
207. There has been good improvement in ICT since the last inspection. The school has significantly increased the number of computers and now has four large computer suites that allow pupils to work individually at a computer in the vast majority of lessons. All these computers are networked

and they are all connected to the world-wide-web. This Internet access is currently too slow, however, and the school needs to improve this facility.

208. The use of ICT in other curriculum subjects is generally unsatisfactory and the school does not fully satisfy the statutory requirements for ICT. For example, computer control technology is largely ignored in the design and technology department and pupils have insufficient experience of data-logging in science.
209. An experienced and knowledgeable head of faculty manages the subject to a good standard. The staff work well as a team and the ICT technician plays a vital role in keeping the network of computers running to maximise their use.

MODERN FOREIGN LANGUAGES

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

Strengths

- Some very good and excellent teaching.
- Consistent styles of teaching adopted by most teachers, with lively, helpful resources and well paced learning.
- Good links and exchange programmes with German schools.

Areas for improvement

- Behaviour management and learning in a significant number of lessons.
- Achievement in French at the end of Year 11, ensuring that higher ability pupils fulfil their potential.
- Pupils' independence in their learning.

French and German

210. The National Curriculum levels given by teachers last summer were well below the national average at the end of Year 9. This was worse than in 2001 when results were above average. The standards of work observed in lessons and exercise books of the pupils currently in Year 9 are average overall in both German and French.
211. German GCSE examination results in 2002 were slightly higher than 2001, but still below the national average, with girls a little further below than boys. However, these students achieved better results in German than they did in the average for all their other subjects, with girls doing particularly well, and this indicates that they fulfilled their potential.
212. French is offered only to the more able linguists and GCSE examination results in 2002 were above the national average, despite being lower than in 2001. However, these candidates achieved worse results in French than they did in the average for all their other subjects, indicating that they did not fulfil their potential.
213. Teaching is satisfactory overall in German in Years 7 to 9 and some is excellent. Teaching in French is good. There has been improvement in both languages since last year, when standards in Year 9 were well below average. Most lessons are conducted entirely in the foreign language and, in the best, a good variety of activity engages pupils' interests. Teachers usually succeed in creating a positive atmosphere and, whilst attitudes towards the subject vary from class to class, they are similar across all groups, regardless of ethnic origin or gender. The best lessons are well planned, following a logical sequence, well paced and often contain a competitive element. For example, in one lesson pupils learned German words for modes of transport in many varied ways and raced as teams to give correct answers. They then received printed material, consolidating their knowledge, and appreciated the care taken to help them with their learning. In another, students learned structures, which they put to use by conducting a class survey, developing social and enquiry skills. Learning is much less successful when teachers fail to plan carefully, leaving students confused about what they are doing. In a lesson where students were

taught how to use the word "because" in German, the sentences they practised were uninteresting and some made little sense.

214. Pupils learn good literacy skills, encouraged to read by a new scheme in German with evaluation sheets and tasks, and to write accurately by learning grammatical terms, which help them manipulate language. In most lessons observed, pupils were able to talk about grammar correctly, but were less secure at applying rules when speaking, unless they had the chance to prepare sentences in writing first. The department has a policy on numeracy and examples of number work were seen in lessons or in pupils' work samples. All pupils receive lessons in a computer room and Year 9 pupils have an email link with one of the German exchange schools. Teachers often record National Curriculum levels in pupils' exercise books, giving a grade for accuracy, content and presentation, together with a target. The procedures have been partially successful: students know which level they are on, but cannot explain what they need to do to improve. Achievement is satisfactory overall by the end of Year 9.
215. Teaching is satisfactory in both German and French in Years 10 and 11, with some very good and excellent teaching in German. Most teachers use the foreign language as the medium of instruction in lessons and all pupils are able to participate. In the best lessons, teachers are keen and committed, have clear objectives and use colourful resources, familiar routines and a fast pace. In an outstanding lesson, students learned the language they would need when booking accommodation in Germany by working at high speed through a series of activities, carefully designed to increase their power of memory and concentration. On the other hand, the slow pace and low expectations adopted in another German lesson turned a reasonable exercise into a dull, mechanical task; pupils misbehaved and learned little. Teachers' use of ICT is satisfactory.
216. The department keeps track of pupils' progress in Years 10 and 11 in order to guide them and compare achievement with expectations. Achievement is satisfactory overall by the end of Year 11 and pupils generally know the grade they can expect. The department knows which of them are underachieving and plans action to ensure that all students have an equal opportunity to succeed. However, like the younger ones, students remain dependent on their teacher, few being able to describe how they might improve. The answer given by one student was typical: "Keep working."
217. The curriculum meets statutory requirements and is broad, balanced and relevant. It includes components, which deal with health-related issues, and contributes well to the social, moral and cultural dimensions. Similarities and differences between Britain and Europe are central in some lesson content and the presence of native speakers of European languages on the staff brings many advantages. Extra-curricular activities include exchanges with two German schools, which are popular and improve students' motivation. Local visits this year include trips to the Goethe Institute for sixth formers and the Europa Centre for gifted and talented students.
218. The leadership and management of the modern languages department are good, with clear vision for the development of the subject and good plans, focusing on raising attainment and improving the performance of members of the team. Teachers within the department share a common view of good practice and work well as a team. The head of department has links with a teacher training institution and provides good support for newly qualified members of staff, including support with rewards, sanctions and report procedures. He monitors the work of teachers, checking exercise books homework tasks and observing lessons. Performance management and the monitoring of teaching are sound, but the quality of teaching is still inconsistent across the department. There is not enough money for textbooks and accommodation is also unsatisfactory, one classroom being located too far from the others. Improvement since the last inspection has been satisfactory.

MUSIC

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

Strengths

- Attainment at the end of Year 11, which is above national expectations.

- The extent of good and very good teaching and, as a consequence, pupils learning well.
- Very good opportunities for pupils to have instrumental and voice tuition, with provision being well supported.

Areas for improvement

- Quality of teaching, since half is unsatisfactory or poor, and in these lessons pupils do not learn sufficiently well.
- Assessment of pupils' work, which is not fully developed.
- Accommodation for the teaching of music, which is unsatisfactory.
- Facilities for pupils to extend their learning through the use of modern technology, as these are very limited

219. Internal Teacher Assessments in 2002, the latest available, showed standards to be considerably above national averages. The figures showed that more pupils attained level 5, and above, than any other subject. The results in the 2002 GCSE examinations at the end of Year 11 also showed standards to be above average. However, the number of pupils taking music in Year 11 has fluctuated considerably from year to year. In 2002 the number of entries for music was low, being only half that of the previous year, and on the basis of these figures it is not possible to make judgements about significant trends in standards.
220. Observations during the inspection show that present standards in Year 9, although above average, are not as high as the 2002 Teacher Assessments would suggest. Pupils have a good knowledge of musical notation and can apply it well in practical work. Present standards in Year 11 are also generally above average. Boys and girls, and pupils from the wide range of ethnic groups taking music, achieve equally well.
221. In half the lessons seen the pupils worked well or very well and achievement was always good. In these lessons there was much good and very good teaching, characterised by very good planning and lesson organisation. There were good starter activities, which were usually concerned with developing knowledge of musical literacy, and an excellent consistency to the structure of the lessons. Materials were well prepared and the teaching was supportive to all pupils. However, in the other half of the lessons observed, the learning was unsatisfactory and this was because of the unsatisfactory teaching. In these lessons very poor planning, and a lack of clarity and definition in the presentation of the activities, meant that pupils made virtually no progress. Where teaching and learning are good pupil attitudes are very responsive. Pupils enter the room with an air of high expectation and settle to work quickly. In the unsatisfactory lessons pupils are frequently off-task and the general behaviour is sometimes unhelpful.
222. There are many good features to the management of this department and the acting head of department has tried hard to maintain good standards of teaching and learning during a protracted period of turbulence. However, the divergence of standards in the teaching and learning of music is unsatisfactory. Half the pupils are not receiving an acceptable level of musical experience. The schemes of work are very well constructed and are clear in their content. However in observations of two classes from the same year, for example in Year 8, there was no perceptible relationship, between the classes, in the nature of the activities in which the pupils were engaged. The two classes of the same year were having totally different experiences. Overall, the unsatisfactory teaching has been allowed to develop because good practice is not being shared. There is evidence of much regular and effective marking of work but a meaningful system of assessment, directly linked to National Curriculum levels, is not yet in place, although effective plans have been prepared. Pupils have no real awareness of their own achievement against National Curriculum levels.
223. Accommodation is unsatisfactory. The department has considerable difficulty in functioning as a unit as the two principal rooms are far apart and the second room is small. Because of this separation of the rooms the two teachers have few opportunities to meet during a working week. The decoration, overall, is generally poor and the environment is not conducive to aesthetic development. Although many keyboards have been purchased recently, funding restrictions have

meant that these instruments are very basic in their functions. Overall, the lack of resources is restricting the range and depth of compositional activities (e.g. in technical areas of multitracking, i.e. building up compositions in layers). Because of this shortage of technical facilities, which includes ICT, pupils' potential to achieve higher National Curriculum levels is not being developed.

224. It is a strength of the school that so many pupils wish to have extra musical tuition, either in learning instruments or in having vocal tuition. The teaching, by Enfield Arts, is well organised by the school although the available spaces for teaching are unsatisfactory, there being only one small teaching and practice room. Many of these pupils are learning keyboards, guitar or drums or having singing lessons. The proportion learning wind and string instruments is relatively small so consequently the school bands are underdeveloped. Few pupils currently support the two choirs and the impressive programme of stage musicals and choral repertoire, remarked upon in the previous report has not been maintained, a victim of the recent unsettlement in the departmental staffing.
225. Departmental progress since the previous report has been generally unsatisfactory. There is a much higher proportion of unsatisfactory teaching. Systems of assessment effectively linked to the National Curriculum are not yet in place and the inadequate facilities for modern technology have not been addressed. However there is more good or very good teaching and there has been a very substantial increase in the number of pupils who wish to extend their musical experiences by having instrumental or vocal tuition.

PHYSICAL EDUCATION

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

Strengths

- Well above average results in GCSE examinations.
- Opportunities for social and cultural development through physical education especially in Years 10 and 11.
- Very positive enthusiastic attitudes of pupils and good relationships between staff and pupils.

Areas for improvement

- Linking pupils' evaluations of their work in lessons to the levels of attainment in the National Curriculum.
- Monitoring and development of teaching and sharing good practice.

226. At the end of Year 9 in 2002, the results of the Teacher Assessments show attainment that is above national expectations. The GCSE results were well above the national average.
227. Up to Year 9, the standards seen are average and pupils make satisfactory progress. They show a good understanding of how to apply basic skills to the development of specific techniques. In a Year 7 lesson seen, pupils were able to build on their skill of controlling a football and develop successfully the technique for the chip kick. From their answers to questions, they showed understanding of the significance of the contact point and positioning to the accuracy of the shot. Any evaluation of pupils' learning is mainly teacher-led, through questions and answers at the end of lessons. If this were more closely linked to the National Curriculum levels of attainment, pupils would be better able to comment on how to improve their own and others' performances.
228. Standards seen by the end of Year 11 in core PE lessons are in line with the national average and students make satisfactory progress. GCSE students show standards that are above average and they make good progress. In work seen, they are able to apply theoretical concepts successfully to the planning and appraisal of personal training programmes. Students conduct their own warm-up and can plan and construct their own attacking moves in games activities. In a core PE rugby lesson seen, students worked independently to apply the swerve and dummy techniques in constructing their own line of attack. Students with special educational needs make satisfactory progress across all age groups.

229. Pupils' attitudes and behaviour are good. Boys and girls are enthusiastic about lessons and keen to learn. In Years 10 and 11, pupils participate enthusiastically and with enjoyment in all PE activities.

230. In Years 7 – 9 the quality of teaching and learning is satisfactory. Pupils of all abilities are encouraged and challenged equally. In a very good Year 7 football lesson, pupils rose to the challenges of the range of tasks set. Those pupils identified as gifted and talented successfully led small groups in their warm up and organised them into unbiased teams. Pupils successfully applied different shooting techniques and the relevant scoring system within complex, structured game situations. Satisfactory use is made of ICT to aid the learning.
231. In Years 10 and 11, the quality of teaching and learning is good. In the examination group, work files are well presented and there is evidence of a variety teaching methods and regular, formative marking. The core PE lessons offer students a range of activities within the limited indoor accommodation available. There are opportunities for competitive sport and boys and girls participate together in recreational sport. There is a dance option, which is very popular, and in a lesson seen, Year 11 students were rehearsing a dance that they had learned and choreographed themselves. The overall programme offers good opportunities for social and cultural development.
232. The leadership and management of the department are satisfactory. The leadership ensures a clear direction to the work of the department. Within very limited indoor teaching accommodation the PE curriculum provides satisfactory range and all students have equal access to activities. The gifted and talented pupils are identified early in Year 7 and consequently the Head of Department has been able to access additional funding for the acquisition of additional teaching resources and relevant training for staff.
233. Staff have opportunities for INSET that are informed both by their particular interests and the increased activities that will be available when the new Sports Hall, currently under construction, is completed later this year. The systems for monitoring and assessing for pupils up to Year 9 are thorough and include a written examination at the end of Year 9. Through the further development of evaluation linked to the National Curriculum levels of attainment, pupils could contribute to the assessment process through self-assessment.
234. There are several teachers involved in the teaching of physical education. Staffing of the department comprises four full-time and also five part-time teachers in the department, which creates difficulties in carrying out regular monitoring and development of teaching. This needs to be addressed, in order to ensure the sharing of best practice amongst all staff. There is effective delegation of areas of responsibility to staff, allowing them to work to their areas of strength.
235. There is a strong fixture list for school teams and individuals and teams have gained honours at county and national representative levels.
236. Accommodation, especially outdoor, is good for physical education. The new Sports Hall will provide much-needed specialist, high quality indoor accommodation from September 2003. This will make a significant contribution to the existing quality of provision for physical education at the school.

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

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

The table below shows entry and performance information for courses completed in 2001

GCE AS-level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	5	40	52	0	2	0.40	0.79
Social studies	1	100	74	0	11	3.00	1.47

GCE A-level and AVCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and design	3	100	96	0	46	5.33	6.57
Biology	9	100	88	22	34	4.67	5.25
Business studies	9	100	92	33	32	5.33	5.50
Chemistry	9	56	90	0	43	2.00	5.90
Communication studies	11	82	93	18	31	3.82	5.53
English literature	24	92	95	33	37	5.42	5.91
French	4	100	89	25	38	6.00	5.59
Geography	9	100	92	0	38	3.56	5.74
German	4	100	91	50	40	7.5	5.81
History	18	78	88	33	35	4.89	5.45
Mathematics	7	43	87	0	43	2.00	5.80
Physics	5	80	88	0	40	2.00	5.67
Religious studies	2	50	92	0	38	3.00	5.84
Sociology	6	100	86	33	35	6.00	5.32
Sports studies	9	100	92	44	25	7.11	5.09

Qualification	No in final year	Average Point Score	
		School	England
Art and design Post-16 VQ	7	11.14	12.24
Business Post-16 VQ	6	5.00	10.45
ICT Post-16 VQ	1	-	9.97

SUBJECTS AND COURSES GROUPED IN CURRICULUM AREAS

MATHEMATICS AND SCIENCES

In the inspection mathematics and biology were inspected in detail. Physics and chemistry were also sampled. In both physics and chemistry, attainment at GCE Advanced level was below average in 2002 and students did as expected considering their GCSE results. Two lessons were observed – one in chemistry and one in physics. Both were good. The good teaching included good exposition and effective support for students' learning. This led to students gaining a secure understanding of the chemical testing required to identify alcohols, in a Year 13 chemistry lesson, and working out the kinetic energy changes involved in the motion of projectiles in a Year 12 physics lesson.

Mathematics

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

Strengths

- The department is led and managed very well; improvement since the last inspection is excellent.
- Standards in Year 13 are above average as students have developed very good attitudes to their studies.
- Teaching is good and students achieve well.

Area for improvement

- Selection procedures for Year 12 students need to match the attainment of students more closely to the demands of the GCE Advanced Subsidiary (AS) course.

237. The inspection covered A-level modules in mechanics, pure mathematics and statistics; Year 12 students complete the first module in each of these. Year 13 students complete a further two modules in pure mathematics and then choose between second modules in either mechanics or statistics
238. The number of students completing the course has been small in the last two years. Attainment in 2001 was well below average for the seven students who completed the course. In 2002, the three students on the course completed it successfully, one at the higher B grade. There are six students in Year 13. All but one earned a grade at AS-level 2002, two with the higher A/B grades. These AS-level results have since improved as students have retaken some of their examinations. There are 16 students in Year 12; one other student has failed to complete the course.
239. The standard of work seen in Year 13 during the inspection is above the national average, for the number of students at the higher A/B grades and for the number at other grades. The five students studying mechanics can apply basic principles to the solution of problems, showing a very good understanding of the subject. The student studying statistics has completed the second module and expects a good grade. All students have had a good grounding in calculus. New and complex formulae are being handled with increasing confidence, and this prepares them well for their A-level examination. Students' achievement is good relative to their attainment in GCSE, an improvement since the last inspection. Standards have also improved since the last inspection.
240. Students in Year 13 work very well together. They enjoy their work. This has helped them to develop their very good personal learning skills so that they are increasingly less dependent on the teachers for their learning. They have very good attitudes and so use private study very well.
241. Standards in Year 12 are below average for students on an AS-level course. Achievement to date is satisfactory compared to their performance in GCSE. Some students find the work very hard despite very good analysis of their difficulties by the teachers. This is not surprising given their performance in GCSE. Other students show a good understanding of their work, in calculating the equation of a tangent to a curve, for example. In statistics students are coping

well with the arithmetical demands of the course, and can apply formulae to the solution of simple problems.

242. Teaching is good overall on the AS and A-level courses; students' learning is good as a result. At times the teaching is very good or excellent, particularly in Year 13, because the students are able to respond well to the learning opportunities presented to them. The subject expertise of the teachers is very good and they communicate well in presenting new learning to students. Question and answer techniques are well developed. The challenge to students' learning is also very good, particularly in problem solving in mechanics. The teaching is better than the learning in some lessons in Year 12 as some students find basic concepts too difficult to apply successfully to the solution of problems. Teaching has improved since the last inspection.
243. Leadership gives a very good and clear direction to the subject through personal example in the classroom and by encouraging the enthusiasm of the teachers for their work. There are very good procedures in place that enable students to know how well they are doing, and what they need to do to improve; extra help is always on hand. Leadership and management have improved significantly since the last inspection. Overall improvement is excellent.

Biology

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

Strengths

- Good quality of teaching.
- Support for students' learning through regular assessment and target setting.
- Students are well motivated and enjoy the subject due to open, friendly relationships with teachers.

Areas for improvement

- Quality of match of challenge to the range of student ability within schemes of work.
- Quality of written feedback for students' work.
- Monitoring and evaluation of teaching and learning in the department.

244. GCE A-level results in 2002 were below the national average. All students gained at least a pass grade, but the percentage of grade A/B was below average. Students come in with below average levels of attainment at GCSE and achieve results that are below average. Therefore, achievement from the end of Year 11 to the end of Year 13 is only satisfactory.
245. The standard of work seen in lessons and evident from discussions and analysis of students' files is in line with national expectations. Students differ in their depth of understanding of biological models and concepts. Many quickly grasp concepts and apply them to challenging problems, for example, Year 12 students are able to weigh up the relative merits of biological and chemical pest control and communicate this well both verbally and in writing. Some are able to weigh up the benefits and costs of switching from an intensive production system to an organic system. Year 13 students rise to the challenge of making a well-informed presentation of the detailed functioning of the human eye to the rest of the group. They are able to explain transduction with good understanding and similarly the function of rhodopsin in seeing; retinal convergence is explained with varying degrees of sophistication.
246. Teaching is good overall. In lessons, the subject knowledge is developed in a lively manner that inspires an enthusiastic response from the students and results in effective learning. All lessons are well organised and students benefit from the expert knowledge of the teacher. Students are confident and encouraged by the helpful, friendly and supportive climate that pervades. This was clearly in evidence in the confident presentation given by a Year 13 girl to her fellow students. Homework is used constructively, but marking is irregular so that students do not always have the feedback necessary to improve performance further.
247. Planning is satisfactory in ensuring that objectives relate appropriately to the specifications for GCE Advanced Subsidiary and GCE Advanced level. However, insufficient attention is given to the planning of a diversity of learning strategies, which address the learning needs of students

with different prior attainment. Some students require more challenging work to develop further the higher order enquiry skills of analysis and evaluation.

248. Leadership and management are satisfactory. The organisation of daily routine is efficient and backed by good technical support. Resources are well managed and accommodation is good. Teaching is monitored informally but requires a more formal approach to evaluating its quality and judging the impact of new initiatives. Good use is made of target setting to inform students of their progress, but assessment data are not used with sufficient rigour to evaluate student achievement in relation to their previous attainment at GCSE. There has been satisfactory progress since the last inspection in terms of quality of teaching and level of student support. Improving the quality of differentiation in schemes of work and lesson planning, and better feedback for students work are areas for further improvement.

ENGINEERING, DESIGN AND MANUFACTURING

No courses or subjects in this curriculum area were inspected.

BUSINESS

The focus for the inspection was GCE Advanced Level business studies. Advanced level economics was also sampled. Standards in economics are dependent on the ability of a few individuals who undertake the course. All four students who reached Advanced Level last year gained grades A-E, two achieving top grades. The economics classes receive overall good teaching, and the subject is well managed.

Vocational business education courses were also reviewed. At the moment there is a mix of provision and generally very small groups. Advanced Vocational Certificate in Education courses (AVCE) have started to replace Advanced GNVQ. The pass rate has varied greatly in recent years, depending on individual strengths of students. At Intermediate level, where groups are much larger, the results are consistently close to national levels.

Business studies

Overall, the quality of provision in business studies is **satisfactory**

Strengths

- Teachers' knowledge and understanding of the subject, which improves students' confidence.
- Variety of activities in lessons, and their pace encouraging students to join in actively.
- Marking and assessment of students' work.
- Systems for development of a range of key skills.

Areas for improvement

- Explicit planning of lessons to focus teaching and learning.
- Use of ICT to make teaching and learning more effective.
- Accommodation for the subject, to allow development of a business ethos.

249. The students' results in Advanced Level Business Studies have varied quite widely in recent years, mainly because groups are not large and the students do not all have much experience of the subject until they join the sixth form. However, in the last two years, all twenty Year 13 students entered for the exam have passed; about a sixth reached the top grades, which is below the national average. Advanced Level results have improved since the previous inspection. Year 12 students enter for Advanced Subsidiary assessment and achieve results that are close to national standards.

250. Standards seen during inspection week did not show much difference from examination results. Students are learning at a satisfactory rate. For example, they do not always remember all they learn, which in turn is because they learn facts such as the types of structure of firms and how they differ in culture, better than they grow in understanding, such as why firms' structures and cultures become as they are and what their effects may be. While almost all the students have a

- positive attitude to the subject, they rarely show signs of great enjoyment or excitement. For instance, they do not often word process their notes or do other kinds of extra work.
251. Teaching is overall satisfactory, but on occasions it can be good or very good. The teachers are well qualified, have great relevant knowledge, understanding and experience, and draw the students along well, for instance with a wealth of relevant examples of business practice to which the students can easily relate. The lessons often involve a good variety of whole-class, group and individual activities, a fast pace, though late starts were common during the inspection, and particularly careful matching of tasks to individual students' needs. In lessons, too, there is much very good work done to help the students develop various key skills, such as through role plays, presentations and mock interviews, while outside of lessons the teachers' marking is often very helpful and very thoughtful. The area where the teachers would benefit from a review of their approaches is that of planning: this is not clearly enough focussed on learning objectives specific to the students' needs and experience, nor are the objectives shared with the classes, therefore they cannot focus well enough either.
252. The leadership and support of the team of teachers and management of the department's systems and work are effective, so that no one is left to struggle. Communication, consultation and delegation systems are all in place and trouble-free, while there is good, frequent monitoring of the work of the teachers.
253. There is a mixed picture as regards resources for business studies. Past staffing problems have been overcome but still show an effect, for example on students' views of the subject. Links with the community, including with firms, are strong; for instance, various people come into school to work with the students, there are some good visits, and coursework can be tailored to the needs of actual local business people. There is quite frequent work with audio-visual resources, including by students in presentations. There is insufficient use of ICT by teachers and students, much less than is common in sixth form business studies courses. While everyone shows they can use Word and PowerPoint, the use is generally not as good as it could be for effective communication. There is far less competence shown with spreadsheets and database management software.
254. The department has inadequate accommodation. There are too few rooms for the number of teachers and no room is large enough for effective flexible use. Over-heating is common, even in cool weather with the windows open, and harsh acoustics sometimes make it hard for class members to hear each other. There are occasions where the teachers feel they must have power leads trailing across the floor and there is not enough workspace for the existing and planned computers.

INFORMATION AND COMMUNICATION TECHNOLOGY

No courses or subjects in this curriculum area were inspected.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

The focus of the inspection was on GCE Advanced level physical education. No other courses in this curriculum area are offered. Owing to the current, very limited amount of indoor teaching accommodation, it is not possible to offer sixth form students any curriculum PE. However, students in Year 12 can train for the Community Sports Leadership Award within the timetable. This is well supported and last year all students entered were successful in gaining the award.

Students enjoy the opportunities to coach and assist with junior school and inter house teams. Many of them are members of the senior school teams and they are proud of both the school's and individuals' sporting successes. They look forward to completion of the new Sports Hall next autumn, viewing this as a very welcome opportunity for them to participate in sport and PE more regularly.

Physical education

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

Strengths

- The quality of teaching.
- The committed, enthusiastic approach of students towards their studies.
- The level of student participation in assisting with junior teams, PE lessons and training for the Community Sports Leadership Award.

Areas for improvement

- Consistency in the use of independent learning strategies.
- Monitoring and development of teaching.

255. In 2002, the results for GCE A-level and AS-level sports studies were above the national average. The standards seen in Year 12 are above average and students make satisfactory progress. Students demonstrate good knowledge and understanding of course concepts. In a very good lesson seen, students successfully commenced a detailed analysis of performers' techniques. They based their observations on prepared technical models, which were of a high quality and showed evidence of good application of concepts learned in the previous lesson. They had access to a digital camera and camcorder to record their observations. In Year 13, students have a good recall of work covered throughout the course and during a revision lesson, they were able to explain the characteristics of different muscle fibres and relate these accurately to the predominant energy systems.
256. Teachers challenge and inspire students to meet high expectations. As a result of this students develop a deeper understanding of course concepts. In an AS lesson seen, students were asked to identify the strengths and weaknesses of their observations made during their analysis work. They discussed their results in small groups and the teacher ensured that individual questions were answered in detail. This encouraged students to form their own judgements and to think independently, resulting in an increased understanding of the psychological and physiological factors affecting performance.
257. Students in Year 13 make good progress, however they have insufficient opportunities for independent learning, through which they can validate and test their understanding of new concepts. From work observed students' files are well presented and show good application of ICT. This is evident through the use of diagrams and information sourced through a variety of websites, particularly in work completed for synoptical analysis. However, there is limited evidence of work that requires students to construct their own arguments and points of view.
258. The quality of leadership and management is satisfactory. More rigorous monitoring and development of teaching would encourage the sharing of best teaching practice consistently across the year groups. There is evidence of the effective use of ICT in lessons. If this was to be extended, through the permanent installation of resources in the PE teaching base, students could access these independently for their own research purposes.

HEALTH AND SOCIAL CARE

No courses or subjects in this curriculum area were inspected.

VISUAL AND PERFORMING ARTS AND MEDIA

The focus for the inspection was GCE Advanced Level art and design and media studies. No other subjects were sampled.

Art and design

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

Strengths:

- The overall good teaching, leading to good individual achievements and generally good progress in lessons.
- The positive attitude of students, their very good behaviour in lessons and the positive relationships that enable good progress to be made in a pleasant working environment.
- The opportunity for work related learning in Year 12, leading to GNVQ qualifications in art and design.

Areas for improvement:

- Although students have two areas that have been designated for their use, both are small and cluttered. On occasion their use is doubled up for GNVQ lessons and advanced level studies.
- The research resources for art are poor. There are no Internet connected computers in the department and the reference book stock in both library and art rooms is unsatisfactory.

259. In the GCE A-level examination in 2002, the range of attainment was varied, but none of the eleven students entered gained the higher grades A/B. AS-level results were better, but below national averages, with a small number taking the examination at the end of Year 13 and the majority at the end of Year 12. Results are difficult to interpret fairly, because of the fluctuating numbers taking A-level examinations; in most years there are too few to make a secure judgement against national averages. In 2002 the highest number for several years enrolled, but, like the school in general, the department loses a large number of its higher-attaining students to other post 16 schools and colleges and this puts a downward pressure on the value added between GCSE and A-level examinations. From work seen during the inspection, achievement is good as a result of the good teaching.
260. The department is reviewing the possibility of offering a textiles course at advanced level. Given the usually very good results in textiles examinations at GCSE level, this would be a positive move towards raising standards of attainment post 16. Results in the GNVQ intermediate examination at the end of Year 12 were encouraging in 2002 and are expected to improve in the current year.
261. In work seen during the inspection, standards by the end of Year 13 are broadly in line with national averages. Students whose standards of attainment are below national averages, opt for the GNVQ examination course in Year 12, achieve well and make good progress, with expectations that there will be a significant number gaining a merit by the end of Year 12. Higher-attaining students paint well in the flat colours and hard edge of the pop art style.
262. Teachers use their very good knowledge and understanding of art to encourage the exploration of the technique and styles of diverse artists such as Van Gogh, Dali, Warhol and Munch. Year 13 students are regarded as independent learners and encouraged to pursue their own lines of research. One student was observed striving to blend the work of Beckmann with that of the artist she had chosen to study, Bridget Riley. Through the very good attitudes that students show in their lessons and the good, well informed teaching, lessons become relaxed, positive and enjoyable, enabling students to make at least good progress in their work. GNVQ lessons benefit from the support of a community artist who brings his expertise to bear on the students' work, encouraging them to take risks and work in a bold, expressive format.
263. Leadership and management of the department are satisfactory and satisfactory improvements have been made since the previous inspection, notably in the curriculum. Accommodation issues raised at the previous inspection have not been addressed. Although students have two areas assigned to them for work, both are small and cluttered and occasionally one doubles up for both GNVQ and Advanced level lessons. There is a need to reorganise and refurbish the accommodation and to ensure that the present poor storage facilities are improved to give more

storage and display space for three-dimensional work. There are no blinds in rooms and this restricts observational drawing and the use of slide-projected work.

264. The department has two good computers, but these are not Internet connected to enable fine art research. Staff are not sufficiently well trained to enable effective use to be made of the digital software loaded onto the computers. The collection of reference books is inadequate for research purposes and many are outdated. Significant improvements will need to be made in the department if more of the higher-attaining students are to be attracted to advanced level courses.

Media studies

Overall, the quality of provision in media studies is **satisfactory**.

Strengths.

- Teaching.
- Relationships with students are very good.
- The recruitment and retention of students is good.

Areas for improvement.

- Students' practical work needs developing to reflect the standard of the written work.
- Resources and accommodation currently impede the effective teaching of practical aspects of the course.
- Students need to develop independent learning.

265. Students' enter the course with standards well below the national average. Students do not have a GCSE in media studies and not all have achieved A* – C in GCSE English. Standards at the end of Year 12 in 2001 were well below national averages. Standards rose significantly in 2002, with all students achieving a grade and a quarter achieving the highest grade.
266. The evidence from the inspection confirms that standards are higher than the 2002 results and demonstrate satisfactory achievement over time. Year 13 students have satisfactory understanding of the key concepts of media terminology, representation and range of genres. They have good ability to use media terminology both orally and in written work. Their understanding of moving image is good and is the strongest element of their work. Students make satisfactory progress in independent investigations. However, all students rely too heavily on their teachers to provide additional resources.
267. Written coursework is of satisfactory quality, frequently well illustrated and demonstrating effective use of information and communication technology. Weak literacy skills and poor spelling hinder lower-attainers' written work. Students' evaluation of their own work is satisfactory; some higher-attaining students reference their work effectively.
268. Students' practical work is weak. Too much emphasis is placed on moving image. Poor resources impede progress. Production skills are not taught effectively. Also, insufficient use is made of photography, sound recording and desk-top publishing. Students do not experience a full range of practical applications nor do they provide commentaries to explain the rationale for their practical work.
269. The teaching of media studies is satisfactory overall. Both teachers have very good subject knowledge of moving image and this aspect of the course is taught very effectively. Technical language is taught well and all students including those with English as an additional language use terminology appropriately as in a lesson on Hitchcock's techniques. Teaching challenges students' as in a lesson where they produced imaginative alternatives to the film 'Fuhrer' and learned about conventions of audience. However, the overall planning of the course does not provide a coherent structure in order to give a full range of experiences for the students; this is currently too focused on films. The teaching of the practical aspects of the course is lacking in structure.

270. Marking of written work is good. The detailed dialogue enables students to redraft essays effectively. Assessment criteria are shared with students and they have a thorough understanding of what they need to do in order to improve.
271. The subject suffers from a the lack of resources. Frequently students share one digital and one analogue camera. This means that filming skills cannot be taught effectively and as a result the sequential build up towards the production element of the examination is weak.
272. Relationships between teachers and students are very good and are a feature of all lessons. Numbers have increased over the last three years and retention rates are good. Students value the work of their teachers. Media studies is an inclusive course.
273. The lead teacher has made valiant attempts to rectify recent staffing and resourcing problems. She has worked beyond the timetabled day with individual students to improve standards. One of the school governors has also worked incredibly hard to help students edit their practical work. Without this generous support students would be unable to complete the practical unit. Accommodation and resources are unsatisfactory and impede progress.

HUMANITIES

The focus was on Advanced level geography and history. Religious education was inspected separately under the regulations of Section 23 of the Education Act 1996. No other subjects were sampled in this curriculum area.

Geography

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

Strengths

- Excellent fieldwork, enabling students to gain understanding of investigative techniques.
- Good teaching with good support for the development of key skills and independent learning.
- Good assessment procedures.
- Good evaluation of results leading to modifications in teaching of specific modules.

Areas for improvement

- Students' note-taking skills and their ability to take more responsibility for their own classroom notes.
- Incorporation of opportunities for the teaching of key skills into the schemes of work.
- Textbook provision.

274. There is an inclusive admissions policy with the opportunity for pupils to take the course with grade D GCSE when circumstances are appropriate.
275. Results are above the national average for 2002 with all students gaining grades A–E, and over sixty percent of students gaining grades A-B at A-level. In 2001 no students gained grades A-B but all gained grade A-E. Advanced level results are improving with little difference between the results for girls and boys. Students taking Advanced Subsidiary level also have a maximum pass rate and the retention rate is good.
276. Work seen in folders is of a good standard. Files are mostly well organised, and there is evidence of good progress in the quality of writing and depth of understanding from Years 12 -13. Numeracy skills are good and students use a wide variety of graphs and undertake calculations. Written work includes extended written answers to questions, essays, detailed tabulation for making comparisons and student research using books and the Internet to develop case studies. Note-taking skills need more development to help students with revision and learning. The department accepts a range of prior attainment at the beginning of the course and the results reflect good student achievement.

277. Teaching is good and students concentrate well in lessons. Lessons are well planned; resources are used effectively to improve the quality of learning, and teachers display very good subject knowledge. Students are given good support by teachers, which helps to build their confidence and retain their motivation for learning. Essays and other work are well marked with supportive and constructive advice, which helps students to improve. Higher-attainers show careful use of photocopied information with limited and selective highlighting; the development of more case studies, and in written work there is more detailed use of evidence. The understanding of some lower-attaining students in Year 12 received good support in a lesson on rural development issues. In another Year 12 lesson on slope analysis, all students were motivated by a teacher made video and supported by very good probing questions which ensured all students took part in the lesson. A Year 13 lessons on the management of natural disasters was very well used for developing independent learning and communication skills. Students researched one topic each and then used an overhead projector to present the information to their peers. Very good teacher input encouraged students to ask questions and ensured good understanding
278. The department functions well and management is good. Teachers are knowledgeable and enthusiastic, and the sharing of sixth form teaching is well organised. The excellent provision for fieldwork is greatly appreciated by the students and they consider they are well supported at all times. Access to information and communication technology is good and a there is a variety of resources available for students' learning. More information on sources for research would improve the breadth of students' learning. Assessment is well used, results are evaluated and there is a shared commitment to improvement.

History

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

Strengths

- The development of research and study skills enables students of history to become confident as independent learners.
- The very good quality of teaching, which is based on excellent subject expertise.
- The understanding teachers possess about the way in which students learn, coupled with a high level of mutual respect and commitment.

Area for improvement

- Improved access to and facilities for ICT would further enhance the ability to develop skills of independent learning.

279. In the A-level results in 2002 all students gained grade A - E, with a third of the entry gaining an A or B grade. Results at AS-level were also positive, with only one student failing to obtain a pass grade out of the 18 entered. This compares favourably with the national average and reflects the quality of teaching and learning within the department.
280. Students achieve very well and make very good progress in terms of their prior attainment. Students in Year 12 are able to draw on their existing knowledge of History and begin to develop the skills of independent learning which enables them to come to sound historical judgements. They receive very good support from their teachers in helping them to think creatively and develop analytical approaches to their interpretation of history. Written work, which is well maintained in folders over the two years in the sixth form, shows a growing confidence over time in producing convincing arguments. This is also reflected in the increasing confidence seen in discussion work in lessons as the course progresses. By the end of the course students are able to consider historical issues from different perspectives and to use the interpretation of different historians to support their arguments, as was witnessed in a Year 13 lesson on Stalin's economic policy.
281. Teaching in the sixth form is always very good and the teachers show excellent subject knowledge. This is certainly a factor in the development of the high level of respect for their teachers shown by the students. This is a mutual feeling and there are strong bonds between

staff and students, producing a high level of commitment to success within the department. Students are focused and responsive, and they respond well to the variety of strategies used for learning. One good example of this was the Year 13 revision lesson in which the students took on the persona of a prominent Tudor and talked and answered questions from their colleagues about their life and work. The approach taken enabled the students to make good progress in the development of their historical skills and as such prepared them for higher education, which all hope to move into when they leave school.

282. Teachers have an enthusiasm for their subject, which is infectious. In developing the skills of their students they provide frequent opportunities for discussion and debate. Skilful intervention enables them to heighten understanding of the different factors in historical causation. This was seen, for example, in a Year 12 lesson in which students each did a presentation on a factor that enabled the rise of Mussolini, followed by a discussion of the overall importance of each factor. Such lessons are very lively and characterised by high levels of participation and interaction. The excellent relationships between staff and students mean that students do not feel intimidated and are free to express their opinions in an atmosphere that is constructive and secure. Lessons are designed with care and reflect careful planning and a clear objective, which makes them well structured and identifies what students must, should and could know. From discussions with the students it is clear that they know that they are being well taught and have an understanding of their current levels of achievement. They all expressed the strong opinion that their lessons are both stimulating and challenging and they gain reward and satisfaction from their study of history.
283. The department is led very effectively at sixth form level and the work already undertaken by the new head of department, in further developing the schemes of work and the departmental handbook, for example, will help the already successful department to achieve even greater success in the future. All the teachers work hard to raise standards of achievement and there is a high level of professional collaboration and openness. Their commitment to helping the students maximise their potential is also reflected in the assessment of written work, which is constructive and detailed. Praise is given for the good, and helpful diagnostic comments suggest areas for improvement. Feedback gives a clear picture of individual progress and this is clearly appreciated by the students. Marking is regular and thorough.
284. The department has made very good progress since the last inspection and this is reflected in the quality of teaching and learning. The one area where progress could have been greater and which still needs further development is, in reality, a challenge for the management of the wider school – the issue of access to and facilities for computers for undertaking individual research and other forms of project work. Access to Broadband, for example, would help to take the department further forward and although there is now a greater use of computers in the History department, and many of the students have access to computers for on-line work at home, the facilities within the school as a whole could be further developed. In the meantime, the very good bibliographies that teachers prepare to support sixth form work contain useful web-sites and students are encouraged to undertake individual research on the Internet in a supported way that does not see them going up blind alleys in the mass of resources now available on-line. Overall, however, the department has a good capacity to continue its improvement and should be looking to the future with confidence.

ENGLISH, LANGUAGES AND COMMUNICATION

The focus was on GCE Advanced Level English literature. No other subjects in this curriculum area were inspected.

English literature

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

Strengths

- Relationships between students and teachers, and students value the efforts made by teachers
- Good teaching and learning.
- Good assessment, and criteria understood well by students.

Areas for improvement

- Independent reading around the prescribed texts .
- Use of ICT in the subject.
- Monitoring of the AS-level course to ensure a consistent approach for all students.

285. Standards achieved in GCE AS and A-level examinations in 2001 were in line with national averages. Results in 2002 are similar but the proportion of students achieving the higher A and B grades at A-level was lower than the national average and lower than in 2001. However, when standards of attainment on entry to the course are taken into account, students make good progress and achievement at the end of Year 13 is good.
286. Inspection evidence shows standards to be higher than the examination results. In discussions students displayed a thorough knowledge and understanding of their texts. In work on 'Othello', higher-attaining students made very mature responses, which demonstrated an understanding of the finer nuances of the text. However the high levels of insight displayed orally are not always reflected in students' written work. Although most students are able to use appropriate terminology in their writing, some lower-attaining students find it difficult to express their views clearly. These students benefit from carefully structured marking which enables them to redraft their work. Their work shows considerable improvement as a result.
287. Students confidently explore a range of texts. In a lesson using World War I extracts and poems the students demonstrated good knowledge and understanding. This very challenging lesson enabled students to understand how texts could be compared and contrasted in examination conditions. Good teaching encouraged students to exchange ideas and this helped their confidence to grow.
288. Students' understanding of the ways in which authors make changes in form, structure and language in order to shape meanings is less secure, particularly at AS-level. Students' folders show a slow initial transition from GCSE to AS-level work. But they then make rapid progress. Higher-attaining students have a secure understanding of their texts and are able to analyse how language and structure are manipulated to shape the meanings of a text. A good example of this was in a lesson where 'Offred's Tale' was effectively discussed in preparation for the examinations. Lower-attaining students have a general awareness of writers' techniques and are able to see the impact of these on meaning. However, some are unable to take their ideas further.
289. Students on the A-level course are able to articulate informed, independent opinions and judgements and share an understanding of different interpretations of literary texts. Students worked confidently together, sharing opinions on extracts from the novel '1984'. In this lively lesson students were constantly challenged by skilful questioning. Students learned that literary criticism is not simply a re-assembly of component parts but also an empathetic response.
290. Students' attitudes to their work are generally very good. Students work well together and demonstrate mature relationships with their teachers. In some groups there is an atmosphere of shared learning experiences similar to an undergraduate seminar. However, all students need to extend their range of reading. At present the limited range of books available in the library restricts this.
291. Teaching is good overall. Most teachers know the texts they teach very well. The pace of lessons is challenging and students are responding well to the high expectations set by most teachers. However, in some groups students rely too heavily on background notes provided by the teacher. Students are inclined to limit their reading to the prescribed texts. More needs to be done to encourage independent learning. ICT is not sufficiently used to enhance the quality of work.
292. Assessment is generally thorough and well focused; the criteria are shared with the students who are all able to talk about their understanding and learning. Students have access to the assessment criteria for literature in most lessons.
293. The teachers in the department work well together and have developed a good overview of the course. The department is well managed and the sixth form teaching organised to counteract the staffing difficulties in the last academic year. The AS-level course is not monitored well enough to ensure the provision is sufficiently broad for all students. Resources are limited and fail to extend learning and accommodation is classroom-based which impedes seminar style presentations.