

INSPECTION REPORT

Amery Hill

Alton

LEA area: Hampshire

Unique reference number: 116409

Headteacher: Rev. S. Crabtree

Lead inspector: Mr A Byrne

Dates of inspection: 24th – 27th November 2003

Inspection number: 258550

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 -16
Gender of pupils:	Mixed
Number on roll:	977
School address:	Amery Hill Alton Hampshire
Postcode:	GU 34 2BZ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C Tanner
Date of previous inspection:	28 th September 1998

CHARACTERISTICS OF THE SCHOOL

Amery Hill is an 11 – 16 comprehensive school. There are 977 pupils, making it average in size. The number on roll has increased steadily over recent years. The school serves a small market town in an economically favoured area and the proportion of pupils eligible for free school meals is much lower than average. Although the proportion of pupils registered as having special educational needs (SEN) is above average, there are relatively few who have statements. The ethnic origin of the great majority is White British and very few pupils have a mother tongue other than English. Attainment on entry is above average. A major building programme is about to get underway to extend and improve accommodation.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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24142	S Argyle	Team inspector	Art
32590	R Fenwick	Team inspector	Design Technology
25073	S Jordan	Team inspector	Geography
2496	T O Sullivan	Team inspector	Modern Foreign Languages
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27226	R Cribb	Team inspector	History and Religious Education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Amery Hill is a very good school. Pupils rise willingly to the challenge set by the school's expectations of high standards and effort. Very good leadership is securing continued improvement. The good quality teaching, curriculum, care and links with parents and external partners provide very good strength in depth. Improvement since the previous inspection is good. The school is rated highly by pupils and parents and provides very good value for money.

The school's main strengths and weaknesses are:

- Examination results are consistently well above average and have improved steadily.
- The headteacher provides very clear leadership. With good support from governors and key staff, he has built on sound foundations to raise standards and improve teaching and learning.
- Very good personal development and relationships help all pupils to succeed in their learning. Gifted and talented pupils do particularly well.
- The provision and achievement in music are outstanding.
- A financial deficit has been turned into a very well balanced and effectively used budget.
- Although boys mainly progress at the same rate as girls, they do not achieve as well as girls, reflecting the national situation.
- Excellent extra-curricular provision supports and enriches learning.
- There is some lack of clarity and specific focus on learning in assessment and target setting.
- Achievement in personal, social and health education, in citizenship and in work-related learning is unsatisfactory because of unsatisfactory planning.
- Shared teaching of groups in a few subjects is adversely affecting learning.

The school has improved well since its previous inspection. Information and communications technology (ICT) is more widely used. The Leadership Team monitors and maintains quality stringently. The curriculum has been improved and all statutory requirements but one are met. Strengths now significantly outweigh weaknesses.

STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	A	A	A	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 9.*

Pupils' personal development is very good. Attitudes, behaviour and attendance are all very good. The provision for spiritual, moral, social and cultural development is good, with very good features. Throughout Years 7 to 11, achievement is good and standards are high. Standards in literacy and numeracy are above average. Boys do better at this school compared to national results, but do not do as well as girls. Pupils with special educational needs do equally as well as others in terms of progress from their starting point. Provision for gifted and talented pupils is very good and this group does very well. The majority enters with above average standards in English and mathematics. All make good progress and, at the end of Year 9, most reach well above average standards in national tests in English, mathematics and science. 2003 test results analysed by the LEA show the school to have the second highest rate of improvement of all secondary schools in the county. Standards are high in geography and music, above average in modern languages, design technology and art and average in ICT, history, and physical education. There is insufficient evidence of standards over time in religious education and in personal, social and health education and citizenship.

In GCSE examinations, attainment is **well above average** in comparison with national data. A trend of continuous improvement has led to the school's highest ever results in 2003 and, for the first time, the school did better than similar schools. Standards are well above average in English language and literature, mathematics, science, geography, religious education, art, drama and music. Standards are average, or above, in other subjects.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is good, often very good. Pupils respond to the high expectations of what they can do. Pupils of high ability do especially well, yet it is to the credit of the school, and its pupils, that achievement at all levels is appreciated. Pupils learn how to answer questions well and literacy skills are developed to advantage. ICT supports learning well in some areas, less so in others. Learning is well supported by the curriculum and excellent extra-curricular opportunities and by the guidance given to pupils and how the school works with parents. Occasionally learning is not quite as good when pupils do not fully understand the purpose behind the tasks or when they do not know how well they are doing and how to improve. The low motivation of a few older boys impedes their progress and occasionally delays others.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. There are no significant weaknesses. The headteacher focuses clearly and effectively on improving the quality of what is provided and what pupils achieve and is well supported by key staff and governors. Other managers are very competent and can account clearly for the areas they are responsible for. Finances are managed to the best advantage of pupils and staff. Some minor health and safety risks had been overlooked: the school tackled those noted on inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all pupils and parents are highly satisfied with the school.

IMPROVEMENTS NEEDED

The school is succeeding in its drive for continuous improvement and the most important things it should do to further improve are:

- Close the gap between the attainment of boys and girls.
- Ensure assessment is consistent and clearly related to targets set.
- Improve the planning and management of personal, social and health education, citizenship and work related learning.
- Minimize the disadvantage of groups taught a subject by more than one teacher.

and, to meet statutory requirements:

- Provide a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED IN SUBJECTS AND COURSES

Standards achieved by pupils

Pupils' achievement is **good** and standards are high. Boys do well in comparison with national standards, but not as well as girls.

Main strengths and weaknesses

- Results have been well above the national average for some time and are showing a steady trend of improvement.
- Gifted and talented pupils achieve very well.
- Whilst boys exceed national performance for their gender, they achieve significantly less than girls.
- Standards are exceptionally high in music, enriched by outstanding extra-curricular provision.
- In personal, social and health education and in citizenship, pupils do not achieve as well as they do in other subjects.

Commentary

1. Achievement is good throughout. Standards achieved by the majority are above average at the start and well above average by the end of their time at school. Boys join the school with lower attainment than girls and though both make progress, the girls make faster progress and do better overall than the boys. Pupils with special educational needs do equally as well as others in terms of progress from their starting point. All pupils with special educational needs are entered for GCSE examinations, demonstrating very good achievement. There are few pupils from ethnic minority backgrounds and none whose progress is limited by the need for additional help in studying in English. Provision for gifted and talented pupils is very good and most of these pupils achieve at a high level.

Standards in national tests at the end of Year 9 – average point scores in years 7-9

Standards in:	School results	National results
English	40.6 (34.9)	33.4 (33.3)
mathematics	39.6 (38.4)	35.4 (34.7)
science	37.8 (37.2)	33.6 (33.3)

There were 190 pupils in the year group. Figures in brackets are for the previous year.

2. Attainment when pupils begin Year 7 is, on the whole, above average. By the end of Year 9, pupils have made good progress overall. In national tests, teacher assessments and work seen during inspection, standards are well above average in comparison with national levels in English – with an exceptionally high performance this year - and in mathematics, science, geography, and music. Standards are above average in modern languages, design technology and art: they are average in ICT, history, and PE. There was insufficient evidence to judge standards in religious education, due to lack of records and in PSHE and Citizenship due to the early stage of implementation of these subjects. 2003 test results analysed by the Local Education Authority (LEA) show the school to have the second highest rate of improvement of all secondary schools in the county. In terms of basic skills, use of language and general literacy are above average, skills in numeracy are above average and in ICT are average.

Standards in GCSE/GNVQ examinations at the end of Year 11 in 2003

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	71 (66)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	94 (95)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (98)	96 (96)
Average point score per pupil (best eight subjects)	41.9 (40.7)	34.7 (34.7)

There were 177 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3. At the end of Year 11, in GCSE examinations, attainment was well above average in comparison with national data available at the time of inspection. Previously the school had not performed as well as schools where attainment is similar on entry and schools in which a similar proportion of pupils are entitled to free school meals. However the steadily rising trend of improvement over recent years has led to the school's highest results ever. Performance this year is better than similar schools. Standards in music are outstanding, with nearly all pupils involved making excellent progress as a result of their enthusiasm for the subject. Standards are well above average in English language and literature, mathematics, science, geography, religious education, art drama. Standards are above average in history and in modern languages - especially given the high numbers entered for languages, representing a wide range of ability. Standards in design and technology are above average and are particularly high in resistant materials and food. The majority achieve average standards in physical education and those taking GCSE physical education usually achieve above average, but results fell below previous years in 2003. Attainment in PSHE is average but there was not enough evidence to judge the standards being achieved in citizenship. The curriculum in these areas is not yet well enough managed and this will be reported on more fully in the section of the report dealing with leadership and management. Standards of literacy are above average for the age group and average in numeracy and ICT.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are **very good**. Their personal development is **good** overall. Provision for social and moral development is very good and it is good for spiritual and cultural development.

Main strengths and weaknesses

- Very good attitudes to learning.
- Very good behaviour.
- Pupils becoming independent learners.
- Very good attendance.
- Very good provision for moral and social development leading to very good personal development.
- A few lower attaining boys can be immature and silly.

Commentary

4. Pupils' attendance is well above the national average and unauthorised absence is well below the national average. They enjoy school and consequently they are prepared to work hard both at school and when completing homework tasks. Pupils listen well and are keen to contribute to the lesson. A considerable strength is the range of independent activities that teachers provide pupils with and this results in them developing very good independent study skills, such as researching different topics. These skills and attitudes to their work make a significant contribution to their good achievement.

Attendance

Attendance 2001 -2002 (%)

Authorised absence	
School data	4.8
National data	7.8

Unauthorised absence	
School data	0.2
National data	1.2

The table gives the percentage of half days (sessions) missed through absence in 2002 -2003.

5. Most pupils behave very well in lessons although a few lower attaining boys can be immature and silly thus having a negative impact on their own and others learning. Behaviour around the school site is very good; pupils are polite and helpful to visitors. Younger pupils say the majority of older pupils are helpful to them. The number of exclusions at the school is very low and there have been no permanent exclusions in the last year. Pupils are confident that the school will act quickly to prevent any bullying.

Exclusions

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 – any other mixed background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
944	38	0
1	0	0
11	0	0
2	0	0
9	0	0

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

6. There is very good provision for personal development. Provision for spiritual, moral, social and cultural development is good with very good features. Opportunities for spiritual development are good. Some lessons promote spiritual development well. For example, in a religious education lesson pupils had the opportunity to reflect upon the effect religious icons have on devout Christians. The good provision for cultural development is particularly strong in art and religious education lessons where pupils study both their own and other cultures. Opportunities for moral development are very good. Pupils have a varied range of opportunities to explore moral issues. Displays of English work show that pupils have explored the issues surrounding homelessness while in history the moral issues leading to the abolition of slavery in America are explored. Pupils have a very good understanding of right and wrong and take their responsibilities seriously. Social development is very good. Prefects provide good role models for other pupils and the younger pupils look up to them and see them as a source of support. Teachers provide pupils with many opportunities to work together in different groups and this makes a strong contribution to the very good relationships that are evident within the school community. Pupils respond very positively to the good opportunities to develop their independent learning skills.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Amery Hill provides education of **very good** quality. Teaching and learning are good with many very good features. The curriculum is good. Care, guidance and support are very good. Partnership with parents, other schools and the community is very good. Strengths and developing improvements far outweigh weaknesses and the consistent level of good quality combines to serve pupils very well.

Teaching and learning

Teaching and learning throughout the school are good. Very rarely does teaching, or learning, show sufficient weakness to be deemed unsatisfactory.

Main strengths and weaknesses

- Teachers inspire pupils to be interested and confident in their learning and to think independently.
- Very good relationships with teachers and with each other help all pupils to be successful in learning.
- Assessment and target setting are not sharp enough to provide consistent, clear guidance on how to improve.
- Learning is well managed for pace and variety, often including the use of ICT.
- Too rarely is there explicit reference to the learning that lies behind the task and not enough time is given to reflect on this.
- Occasionally there is unsatisfactory behaviour or other signs of low motivation on the part of a minority of older boys can be noticed.

Commentary

Summary of teaching observed during the inspection in 121 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (3%)	37 (31%)	49 (40%)	28 (23%)	3 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

7. Teachers' personal strengths in their subjects imbue pupils with enthusiasm. Pupils respect the commitment, expertise and willingness of their teachers. Very good relationships, based on high expectations, lead to pupils being confident in venturing their views, thus consolidating their grasp of the learning. The high quality of relationships extends into pupils' group work, which enhances their learning, as seen in Year 10 mathematics, when they deepened their understanding of symmetry by explaining examples to each other. In science, judicious and very good use of group work and effective use of ICT have virtually removed the attainment gap between girls and boys. Pupils also place a high value on the humour and good spirits teachers often bring to their lessons.

8. Teaching is characterized by planning that provides a variety of approaches to learning. As well as making for interest and brisk pace throughout the lesson, this offers opportunities for all pupils to engage and succeed, no matter what their preferred style of learning. Teachers, for the most part, challenge pupils to think independently and take a thoughtful overview of the learning required. For example, in a very good geography lesson the teacher set a research task having carefully explained the purpose of gathering data to make comparisons between rural and urban lifestyles. Homework was used effectively prior to a Year 7 art lesson, so that pupils came to the lesson ready to work to a high standard. The specialist ICT teaching helps pupils to make good progress by building systematically on what they have already learned. Pupils gain in satisfaction and motivation as they make clearly detectable progress in most lessons, such as music where the teacher's enthusiasm inspires pupils to do well, or in a Year 7 football lesson where passing skills had clearly improved by the end of the lesson. Teaching is of consistently good quality throughout, but teachers explain more effectively to older pupils what they need to do to improve.

9. Occasionally planning is less effective. Most commonly, teachers do not explicitly share the learning objectives that lie behind tasks undertaken. This underestimation of pupils' capacity to take an overview is surprising in the light of the generally high expectations that teachers hold. Occasionally, for example in history in Years 7 to 9, and in a few mathematics lessons there is an over-reliance on teacher explanation and the quality of learning is reduced. Sometimes at the end of a lesson, too little time is spent reflecting on what has been learned, as in religious education in Year 11, when having explored some quite profound ideas about war and peace, there was little time to write and no time to share the sentence all pupils wrote to capture their view. Planning was unsatisfactory when it did not provide the structure needed by some below average ability pupils in a work-related learning lesson. In a few lessons, the unsatisfactory behaviour, or low motivation, of a minority of older boys, particularly in Year 10, were not challenged sufficiently. For instance teachers did not use the support available from senior management when such behaviour occurred.

10. Generally pupils make equally good progress, although, as they start from a lower point of attainment, boys do not do as well as girls, except in science. Where learning support is available it is used well and teachers are provided with good information about special learning needs of individual pupils. Where learning support assistants (LSAs) are present to support pupils with special educational needs this is accepted well by all, others often taking advantage of the presence of LSAs and seeking extra help they require. Provision for higher attaining pupils and those who are gifted and talented is a strength of this school. But the expectation of doing your best is extended to all pupils.

11. Marking is not clear enough in indicating the level achieved, nor does it provide consistently sufficient guidance on how to improve. Whilst pupils find effort grades and winning commendations helpful, they acknowledge that the targets they are set are not very specific about their learning in subjects, nor do teachers refer to them often enough. However, in lessons, teachers do explain well to pupils what needs to be improved and Year 11 pupils in particular commented on how approachable teachers are to help with coursework and revision.

12. Pupils' learning is deepened by questioning that encourages analysis, for example in studying *Romeo and Juliet*, it was clear that pupils were following how changes in Romeo's character are reflected by changes in his speeches. In English and in other subjects pupils are encouraged to speak and to listen carefully, as they have much to learn from each other. Teachers require answers to be backed up by illustrative evidence, thus rehearsing what will be demanded in examinations. Teaching that provides opportunities to develop literacy skills is particularly well demonstrated in art, English, geography and science. ICT is used well to support learning in many areas, for example in mathematics, modern foreign languages and music, but access is limited in design and technology and this is having a negative effect on the presentation of portfolios, particularly by boys. Pupils use the library well to support their research and development of literacy. Most pupils do homework diligently and some get useful support by attending the homework club. A Year 9 boy commented on how much his form tutor had helped him by getting him involved in that club. Learning benefits from the rich range of extra curricular activities, for example a high number of pupils in media studies attend the after school film club to appreciate in full the films seen only in excerpts in lessons.

The curriculum

The school offers a balanced curriculum, which is developing well to meet the needs of all pupils. The curriculum is enriched by excellent music, sport, drama, visits and study support. There is a **good** match of teaching staff to the demands of the curriculum. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum is broad and balanced with innovative development – the 14 - 19 Pathfinder Initiative - underway in Years 10 and 11.
- Planning and documentation of schemes of work is generally good.
- Planning of the Citizenship and PSHE programmes is unsatisfactory and the work-related programme is insufficiently structured and in need of further development.
- There is excellent extra-curricular provision in which large numbers of pupils participate.
- Good pupil grouping arrangements enable the full range of pupils' needs to be met.
- Split teaching groups in a few subjects are having an adverse impact on pupils' achievement.

Commentary

13. The National Curriculum in Years 7 to 9 is supplemented by drama in Years 7 and 8 and a life skills programme in Year 9. Pupils can study either French or German. In Years 10 and 11, pupils study a substantial core of subjects, including a language, life skills and a minimum short GCSE course in religious education. Pupils then opt for courses from a good range of subjects, including the recently introduced media studies and, currently for a small group of pupils, a work-related course. The curriculum meets the needs and aspirations of the majority of pupils. However, the school has recognised the national trend towards a broader curriculum and is developing, with local partners, an innovative project funded by the Pathfinder initiative. At present the work-related programme is not well structured. Changes are planned.

14. The school has addressed non-compliance identified in the last inspection with statutory requirements for religious education and information and communication technology. It still does not fully comply with the requirement to provide a daily act of collective worship.

15. The planning and organisation of subjects are good overall, with particular strengths in geography, design and technology art and drama. In almost all other subjects they are good, but in citizenship and personal, social and health education (PSHE), they are unsatisfactory. Pupils are grouped in mixed-ability classes or ability sets according to the preference of departments. When sets are used, work is well matched to pupils' levels of attainment. However the flexible pattern aimed at the avoidance of "sink" groups employed by a number of departments such as English is working well. A small number of classes are split between two teachers in some cases this is to the detriment to pupils' achievement.

16. There are two very good "Focus Days" for Years 7 to 10, which cover elements of citizenship, but they are not part of a continuous, developmental programme. There are no life skills lessons in Years 7 and 8, except for the induction programme in Year 7 in drama and the Focus Days. It is expected that all other personal developmental issues will be covered incidentally in the different subjects. Whilst examples of very good citizenship teaching were seen in subjects such as science, English, drama, geography, history, RE and PE, this is not coordinated into explicit and coherent provision. There is no monitoring of this and therefore no record of whether some issues have been duplicated, covered or omitted. This is unsatisfactory. Sex, drugs and health issues are adequately dealt with for Years 9 to 11 in life skills lessons. However, the delivery of the life skills programme is made more difficult, particularly in Year 10, because the groups alternate every five weeks between this lesson and ICT. This is a hindrance to continuity and progression.

17. Overall, provision for pupils with special educational needs is good. They have full and equal access to the school curriculum. The school's ethos of inclusion and support has a positive impact on the social development and learning experience of these pupils as well as that of all other pupils in the school. Extra-curricular provision, including pre-school sessions, means they have the opportunity to ask for and receive extra subject and specific support and guidance during the week. The dedicated base for support is well used for both individual support as well as small group support.

18. A varied and very well supported extra-curricular programme enriches the curriculum. This is of excellent quality and is a strength of the school. Among its key elements are a wide range of competitive sports in which over half of pupils participate (the national figure is about one in three); pupils with interests and aptitudes in music can choose from a large number of vocal and instrumental ensembles including a samba band, barbershop quartet, percussion and string ensembles and the orchestra; there is a very good range of drama productions and the Duke of Edinburgh's Award. There are visits to theatres and galleries and exchanges with France and Germany. Pupils are supported in their studies through the homework club and initiatives from within many subject areas.

19. Sporting provision is very good overall. All pupils have access to two hours of high quality provision per week, the vast majority of this time being formally timetabled. Further opportunities are provided by the very good range extra-curricular provision throughout the year.

20. The careers advice is broad and satisfactory, but not all programmes are sufficiently well designed or relevant to meet the needs of young people with specific or complex needs. Guidance about the next stage of education is adequate for most pupils, except those following the work-related curriculum. These pupils have low aspirations and no clear plans about what to do at the end of Year 11.

21. The sixty-year old accommodation does present problems of access and maintenance but is adequate and fits the purposes required. Regular decoration and refurbishment, for example the carpeting of floors, has ensured that classrooms are pleasant places of learning. The school is further enhanced by excellent displays of work that celebrate the attainments of its pupils. The existing buildings are soon to be extended. Food and textiles continue to be taught in the same room, this health and safety issue was raised in the last report but has yet to be resolved by new building.

22. The school has sufficient teaching staff with good qualifications and mix of experience to teach the curriculum very effectively. The non-teaching staff provides very good support in all aspects of the school's work. Where difficulties have arisen as a result of long-term absence teaching and non-teaching staff have collaborated to ameliorate the impact on learning. The proportion of subject groups that are taught by more than one teacher has been reduced. The school uses outside contractors to ensure the most effective use of computer hardware.

23. Sufficient resources of a good quality are available to meet the demands of the curriculum and promote effective learning in all areas and in almost all respects. There is a very good, well-used library. Some difficulties of access to ICT facilities hamper the delivery of the curriculum in some subjects.

24. Since the last inspection, there has been good improvement in the curriculum. Requirements on religious education and information technology, including its use across the curriculum, are now met, the present structure of the school day has allowed increased flexibility in curriculum organisation and the overall quality of schemes of work has improved. Major developments are underway already in motion for September 2004.

Care, guidance and support

The school looks after pupils very well. Personal guidance is **very good** and academic guidance is **good**. Pupils have lots of opportunities to join in with school life.

Main strengths and weaknesses

- Tutors and heads of year know their pupils very well.
- Pupils views are valued and taken into account.
- Pastoral care and induction procedures are very good.
- The school is very effective in helping pupils to remain in full-time education in a stable environment.
- Targets from review days are not specific enough to be helpful and tutor time is not consistently well used.

Commentary

25. Parents and pupils rightly feel that they get very good support from the tutorial team. Tutors and the heads of year know their pupils very well and provide them with very good pastoral support. Tutors regularly monitor the pupils' planners, checking that homework is completed and review the effort grades. In addition there are two academic review days in the year where tutors set targets with their pupils. These targets are often too general to be highly useful in themselves, for example 'get a grade B in GCSE module'. Marking is varied in quality and practices are inconsistent. On the other hand, pupils receive good advice from their subject teachers in lessons and tutors do review targets with them. However, tutor period time is not consistently well used and many pupils feel that this time is not useful. There is a very good range of rewards to value pupils' achievements and they are appreciated by the pupils.

26. For pupils who are having personal problems there is a very good system of support. This includes the care committee that draws in external professionals. The school also provides a counselling service for pupils it thinks will benefit from it.

27. The school has effective relationships with outside specialist agencies – this enhances further the quality of support and guidance for those pupils with special educational needs. Annual reviews are effective and support those pupils with statements of special educational need as they move through the school. Parents and pupils' views are taken into account because they are involved in the setting and reviewing of their targets. The school meets the curricular requirements as outlined in pupils' statements of special educational need. A range of assessment data is available to help guide the appropriate placement of pupils on the school's list of pupils with special educational needs.

28. Child protection procedures are in place and comply with guidance. There is a very helpful draft child-protection policy that is currently awaiting adoption by the governing body. All new staff to the school are made aware of the procedures as part of their induction into the school. Some minor health and safety points had not been acted upon, but the school is taking steps to put matters right.

29. The induction programme for pupils joining the school in Year 7 is very good. Year 7 pupils feel that they had a smooth transition into school and that they quickly became part of the school community.

30. The school has very good procedures for taking pupils' views into account and acting on them. The school council meets regularly and their views are discussed at senior management team meetings. In response to recent concerns over the state of the girls' toilets one toilet block has been refurbished.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are **very good**. Parents receive a lot of information about their children's attitudes and are closely involved in school strategies to help pupils having problems of any kind. Information about academic progress is satisfactory but does not give parents enough detail. Links with other schools provide very good continuity and choice. The school helps pupils to play a strong part in the community.

Main strengths and weaknesses

- Good involvement of parents in their children's education.
- The very good availability of heads of years and tutors to parents.
- Pupils' attainment levels are not always clear in the annual progress reports.
- Very good links with primary schools.
- The partnership with other schools and colleges to widen the options available for 14 -16 year olds.
- Links with the community support pupils' personal development very well.

Commentary

31. Parents are kept very well informed about their children's successes and are quickly contacted when there are any concerns. Information about pupils' progress and attainment is satisfactory through consultation evenings and the annual report. However, the annual reports to parents do not consistently give clear information about pupils' attainment grades. For example, pupils in Years 7 to 9 are given national curriculum grades in some subjects but not in others. On the other hand parents receive regular grade summaries showing how much effort pupils are putting in to their studies. The targets pupils agree with their tutors on the two review days are rather general and do not give parents very much to go on in helping their children to improve their work.

32. There are very close links with feeder primary school and the close liaison and curricular links in the core subjects aid a smooth transition. A particularly good example of this is the use of literacy transition units in which pupils start a piece of work in primary school and continue it when they start their secondary education. Links with other secondary schools have recently strengthened. They are now working together to increase the range of courses to include vocational courses available for 14 to 16 year olds in the next academic year.

33. The very good links with the local business community enable all pupils to have a work experience placement in Year 10. In addition local business and other members of the community support very well the personal and social education of pupils through the focus and business enterprise days. For example, in Year 9 pupils went to the East Hants Local District Council to debate reducing the legal drinking age to 16. A council member had already spoken to the pupils about the procedures involved in a council debate.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good** and the leadership offered by the head teacher is very good. The governance of the college is **good** and the leadership of other key staff is good.

Main strengths and weaknesses

- The very good leadership of the head teacher provides a very clear focus on school improvement.
- The governing body has a clear view of its role and good understanding of the school's strengths and weaknesses.
- The leadership of key staff is often very good but planning has been weak in Citizenship, PSHE and work-related education.
- Strategic planning supports the school's ambitions and goals very effectively.
- A very good performance review system provides a good basis for further development and continuing improvements in standards.
- Professional development of staff is well managed, and arrangements for the induction of new staff and contribution to initial training are very good.
- Financial management is very good.
- Improvement since the previous inspection has been good and the school provides very good value for money.

Commentary

34. The governing body is good. An experienced chair leads it very well. Governors have a very good grasp of the school's strengths and weaknesses. The governing body has a good involvement in strategic development and monitors well the work of the leadership team. There is a clear focus on the need to raise standards even further. The governing body has effectively responded to the issues raised in the previous inspection. All statutory requirements are met, except for providing a daily collective act of worship.

35. The very good leadership of the headteacher, clearly reflected in effective development plans, has ensured good improvement over several years. There is no sign of the momentum slowing down and the school looks forward to a significant new building programme, to curriculum innovations and to further improvement through well-focused self-evaluation. The senior management team is extended by the presence of a representative middle manager, serving for a year. This is a very good means of improving trust and communication, and it offers very good leadership training. Leadership in many areas and subjects is very good, but the school has not done enough about coordinating literacy, or organising citizenship education, PSHE or work-related education, although there are some exciting events in the Focus Days. Clear plans for the future, building on success, ensure all staff know what they are working towards. The school provides well for the wide ability range of pupils. The school enjoys a deservedly high reputation within the local community.

36. Management is very effective. Detailed analysis of results of examinations and other data leads to effective action. Staff are clear about their roles, responsibilities and personal objectives and they have good access to professional development. Key priorities for development, such as monitoring gifted and talented pupils and extending their learning, are very well managed. There are good links between the special needs department and subject departments and Learning Support Assistants are deployed well, but the written policy for special educational needs has some omissions. There is very good administrative and technical support that allows teachers to get on with the main job of teaching. New staff go through a helpful and full induction process. The school manages the involvement of trainee teachers very well to the benefit of pupils as well as the trainees.

37. The school manages its finances very well and a deficit budget has been turned around, so that there is now sufficient funding to focus on reducing class sizes and priorities are linked to the whole school development plan. Principles of best value are central to decision-making and the allocation of resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	3134199
Total expenditure	3112391
Expenditure per pupil	3336

Balances (£)	
Balance from previous year	29307
Balance carried forward to the next	51115

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

ENGLISH AND MODERN FOREIGN LANGUAGES

English

The provision in English is **good**.

	Years 7 - 9	Years 10 - 11
Standards	Very high	Well above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the last inspection	Good

Main strengths and weaknesses

- Results in national tests and GCSE are well above average.
- Pupils' learning benefits from good teaching by specialists.
- Good leadership is guiding the department.
- The marking of pupils' work is not consistent, or used as fully as it could be to help them improve their performance.

Commentary

38. Results in the 2003 national tests taken at the end of Year 9 are very high compared with the national average. Pupils did better in English than in mathematics and science and increased the percentage of higher levels. This shows good achievement. The standards achieved in GCSE English and English Literature examinations also improved and are well above the national average. Pupils made similar progress in English as in their other subjects, although few achieve the highest grades. Girls do better than boys, but the gap is narrowing. The evidence of pupils' work indicates that their attainment in lessons is similar.

39. The standard of work at the end of Years 9 and 11 is above the national average. By Year 9 pupils have good techniques for analysing literature because they read a wide range of high quality plays, poetry and fiction. High attainers' writing is entertaining and informative because they use good details and complex sentences. Average attaining pupils select mature vocabulary to write in a range of styles, but their spelling is not always corrected at the drafting stage. Lower attainers write in less detail but learn how to illustrate an answer with evidence.

40. By the end of Year 11 higher attaining pupils write fluently and with confidence about literature and topical issues. Average attainers develop ideas well, but their accurate and often perceptive observations are not always supported with the best choice of quotation. Lower attaining pupils are supported well in small groups and their writing shows clear understanding of characters and themes.

41. Pupils have positive attitudes to work, and most achieve well as they move through the school. Very good relations between teachers and pupils create a respectful learning environment where boys and girls are confident to share their ideas. However, the potential shown by lower attaining pupils in their work in class is not fully realized because some leave writing unfinished and this is not followed up by teachers. Marking identifies this but there is no system to ensure completion. Pupils with special educational or behavioural needs make good progress. Teachers discreetly make sure that they understand the work and use a range of teaching strategies so that pupils feel confident about tackling work which they find more difficult.

42. Teaching and learning are good. Teachers are knowledgeable and enthusiastic, and lessons are planned so pupils are challenged and work hard. In a very good lesson on media coverage of the Wrexham Riots, pupils were well coached to make detailed observations about bias in television reporting. Teachers make effective use of questions to help pupils think critically and analyse what they have learnt. This was evident in a good lesson on 'Romeo and Juliet' where pupils quickly developed their understanding of the play to show how Shakespeare's use of language signals changes in Romeo's character. In a small proportion of lessons the pace of learning slows because lesson objectives are not made clear and pupils do not complete work.

43. Leadership is good, as is management. A good team spirit has been established in the department. As a result of information gained from internal monitoring the department has identified the need for greater consistency in marking and moderation to share good practice and help pupils improve their performance. This has been managed well and with sensitivity.

44. Improvement since the last inspection has been good. Curriculum changes for younger pupils are at an early stage of development but have already shown measurable gains in test results at the end of Year 9. Standards in GCSE examinations have improved. In conjunction with their feeder schools, the school has successfully introduced Transition Units for pupils in Years 6 and 7. As a result of information gained from this planning for lower attaining pupils has improved in Year 7. An imaginative range of extra curricular activities is being introduced for each year. Older pupils benefit from a literary tour of Yorkshire. Resources have improved, and there are appropriate opportunities for pupils to use ICT to enhance their work. The library is very effective in promoting pupils' research and wider reading choices.

Language and literacy across the curriculum

45. Provision for teaching English language and literacy throughout the school is good. However it is the responsibility of individual departments to plan for and monitor literacy as part of the Key Stage 3 Strategy development. Departments are attending to literacy, but the lack of overall coordination reduces the potential impact on pupils. Good opportunities for pupils to read aloud, research and present their findings are planned in many lessons. Pupils use technical language well in mathematics, art, ICT, music and physical education, and pair work and role-play opportunities use target languages in French and German. Writing is well supported in science where pupils send letters to the council about pollution and write 'The Adventures of H₂O'. There is very good support for all these skills in geography with a particular emphasis on help for lower attaining pupils to improve their writing skills. Many departments create a literary environment with high quality displays of pupils' work in classrooms and public spaces around the school.

Drama

The focus of the inspection was on English and English Literature, but drama was also sampled. The provision in drama is **very good**. Results in GCSE examinations are well above the national average with nearly all pupils gaining the higher grades. The standard of teaching is very good. In a Year 10 lesson, pupils were able to show their understanding of a range of dramatic conventions such as mime, freeze and movement. Imaginative use is made of the curriculum to deliver part of the induction programme in Year 7. Younger pupils have a separate drama club and this helps Year 9 pupils to focus on the skills and demands of GCSE. They produce good work that shows imagination and inventiveness in developing the script for the school's Shell Drama Challenge entry into performance. Good use is made of local productions to support pupils' work in lessons. Accommodation has improved since the last inspection and the studio is very well resourced to support a range of school productions. Leadership and management are very good.

Media studies

Media studies has recently been introduced as a GCSE subject. The subject is popular and very well resourced. In the lesson sampled, pupils were well briefed and instructed to reflect before they watched extracts of a film. As a result of their interest, they asked questions, as well as providing answers before beginning their storyboard. Pupils' writing is very good and they use technical terms well. Numeracy, ICT and research skills are an important element of the course and the quality of

their use contributes to the high standards achieved by the pupils. The department is led and managed very effectively by a knowledgeable and committed teacher.

Modern foreign languages

Provision in Modern Foreign Languages is **good**.

	Years 7 - 9	Years 10 - 11
Standards	Above average	Above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very good
Management	Good
Progress since the last inspection	Highly satisfactory

Main strengths and weaknesses

- Standards overall are above national averages in French and German, with a high rate of entry for examinations.
- Pupils generally have positive attitudes and learn well as a result of good teaching.
- The unsatisfactory attitude and behaviour of a minority of boys, especially in German in years 10 and 11 reduces their attainment and slows some lessons down.
- Pupils and teachers have insufficient access to information and communication technology facilities.
- French and German exchanges contribute strongly to pupils' cultural development.
- Insufficient use is made of National Curriculum levels as a means of providing pupils with specific, ongoing targets.

Commentary

46. Results of teachers' assessment of pupils' performance in French or German at the end of Year 9 in 2003 were above the average reported nationally for both boys and girls, but the gap in favour of girls was bigger. In the 2003 GCSE French examinations, grades A* to C were above national average; again girls did significantly better than boys. In German, passes at grades A* to C were in line with national average, but girls were well above average and boys well below. A much larger proportion of pupils take GCSE modern languages than is the case nationally. It is therefore significant that passes at grades A* to G are in line with national averages in French and above them in German. Results in 2003 were lower than 2002 figures, but evidence of the inspection suggests that they will improve in 2004.

47. Standards of pupils in the current Year 9 are above average in both languages. Their listening and speaking skills are a strength and they produce a good range of writing, with the best involving the use of information technology. Their ability to read for information and pleasure is less well developed. Standards in the current Year 11 are above average in French, with pupils of a wide range of abilities targeted at GCSE grade C and above. Standards in German are broadly average, though girls perform better than boys. Pupils make good progress and achieve well in languages in years 7 to 9 – in a Year 8 German lesson, for example, they used past tenses confidently in a unit on lost property, showing a good grasp of relevant grammar. In Years 10 and 11, achievement is good in French – in a Year 10 French class, pupils used their listening, speaking and writing skills effectively in combination to describe future plans. Achievement in German is satisfactory overall. Pupils are taught in ability sets and the work is well matched to their levels, so that they make good progress.

48. The overall quality of teaching observed was good. Teachers have expertise and enthusiasm. Their lessons are well structured, have good pace and engage pupils in communicating through games and pair work. Pupils learned well in response to the good teaching, making clear

gains in knowledge and understanding and consolidating their skills through intensive practice reinforced by good feedback. In general, pupils have positive attitudes to language study. Unsatisfactory attitudes were seen among a minority of boys in Years 10 and 11. In one lesson this was skillfully dealt with, but in others it limited what they achieved. Assessment is good on a day-to-day basis, though lower-ability pupils do not receive sufficient supportive comment and more use could be made of National Curriculum levels to provide specific, ongoing targets and improve pupils' motivation.

49. There is very good leadership, with a strong commitment to developing the subject. The department is a cohesive team, which is well managed, with delegation of many management roles, supportive line-management and good professional development and target setting. The curriculum is well planned, but is inhibited by difficulties in accessing information and communication technology facilities. Library provision is insufficient. The French and German exchanges contribute strongly to pupils' social and cultural development. There has been satisfactory improvement since the last inspection, with standards remaining high and improvement in pupils' attitudes and capacity for independent work. The department is well placed to continue the process of improvement.

MATHEMATICS

Provision in mathematics is **very good**.

	Years 7 - 9	Years 10 - 11
Standards	Well above average	Well above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the last inspection	Good

Main strengths and weaknesses

- Standards are well above the national average in Year 9 and in Year 11.
- Nearly all pupils make good progress and achieve well, but girls do better than boys at GCSE.
- Teaching and learning are good overall, and are based on high expectations of what pupils can achieve.
- Class relationships are good overall, but occasionally class management is not good enough to cope with the unsatisfactory attitudes and behaviour of small groups of difficult pupils, mainly boys.
- Subject organisation and management are good, especially in developing the curriculum.
- There are inconsistencies in the quality of marking and the use of targets in learning.

Commentary

50. Results in the Year 9 national tests and in GCSE examinations have been consistently well above national averages for several years, rising to the highest ever results in 2003. In Year 9, more than two thirds of pupils achieved standards higher than those expected for pupils of their age. Boys and girls performed equally well. At GCSE, nearly three quarters of pupils attained high grade (A* to C) passes. Although overall standards were high, girls performed better than boys.

51. Standards in the current Year 9 are well above average. Higher attaining pupils achieve high standards in solving algebraic equations and investigations in geometry. Lower attaining pupils have sound understanding of area, line graphs and number, although faulty recall of basic facts sometimes leads to errors in calculations. Many Year 11 pupils have good algebraic skills and they use trigonometry to solve geometrical problems. Calculations with whole numbers, fractions and percentages are generally secure, but some pupils do not fully understand some principles of place value, so that when calculating with decimals they make mistakes.

52. Standards on entry to the school are above average. Pupils make good progress overall and most achieve well at all stages. However, girls perform better at GCSE because there are small groups of average and lower attaining boys in Year 10 and Year 11 whose attitudes are unsatisfactory and whose behaviour is challenging. This limits their progress and achievements.

53. Teaching and learning are good overall, with a substantial amount of very good and occasionally excellent teaching. Teachers set high standards and expect pupils to work hard. Classroom relationships are generally very good, and lead to a good learning atmosphere where lessons move on briskly. Lively discussions get most lessons off to a brisk start and give pupils good opportunities to demonstrate what they already know. Teaching methods such as projecting a computer screen onto the whiteboard to demonstrate moving shapes, or splitting lessons into a number of short discussions and bursts of individual activity, are very effective in motivating pupils and maintaining interest. In one lesson there was a particularly good combination of an imaginative approach to teaching algebra, a traditionally difficult topic with lower attaining pupils, clear demonstration of the work to be done and high quality relationships that raised pupils' confidence and esteem very well.

54. Occasionally teachers do not involve pupils enough in discussions or demand enough of them. A lesson on solving simultaneous equations, for example, was dominated by the teacher explaining the technique with little active participation by the class. As a result, when they came to do their own work, they looked for rules to apply rather than using their initiative to work things out for themselves.

55. Although teaching was good overall, a small amount of teaching was unsatisfactory because the teacher did not manage effectively small groups of pupils with challenging behaviour. This prevented the teacher moving the lesson on quickly enough limited the progress and achievements of the class as a whole.

56. There is a good team spirit within the mathematics department and subject leadership and management are good. Very detailed planning gives a good structure to learning and contributes to the high standards that pupils attain. Higher attaining pupils have good opportunities to extend their learning through taking an additional GCSE in statistics, and by taking part in national mathematics challenges. A school team of Year 7, 8 and 9 pupils won the regional heat in the 2003 competition. Teachers keep detailed records of pupils' progress, but inspection of completed work shows that the quality of marking is variable. At its best teachers correct work and show how it could be improved, but this good practice is not widespread. Some work is unmarked. Pupils know the examination grades predicted for them, but learning targets are not linked clearly enough to short term progress, and pupils are unclear what they need to do in order to achieve the grades set out for them. Progress since the previous inspection is good.

Mathematics across the curriculum

57. Pupils make satisfactory use of mathematics in other subjects, for example studying pattern in the work of the artist Escher and using a wide range of graphs to illustrate data collected on geography field trips or to analyse the results of science experiments.

SCIENCE

Overall the provision in science is **very good**.

	Years 7 - 9	Years 10 - 11
Standards	Well above average	Well above average
Achievement	Very good	Very good
Teaching and learning	Very good	Very good

Leadership	Very good
Management	Very good
Progress since the last inspection	Very good

Main strengths and weaknesses

- The attainment of pupils is well above the national average.
- The achievement of pupils is very good.
- The teaching and learning is very good and delivered by a team of well-qualified staff.
- The leadership and management of the department are very good.
- The achievement of a small number of pupils is restricted by the timetable arrangements.
- The ongoing marking of some pupils' work gives insufficient guidance on how they can improve further.
- The attitudes and behaviour of the pupils are very good.

Commentary

58. The standards in 2003 at the end of Year 9 and at GCSE are well above the national average. Standards have been rising since the last inspection especially over the past two years. There is now, no significant difference between the attainment of boys and girls. Lessons seen and review of pupils' work reflect the same high standards as pupils respond very well to challenging tasks and make very good progress.

59. The achievement of pupils is very good. They enter the school above the national level and attain high standards. The achievement of pupils with special educational needs is very good due to the good support they receive in lessons. Their needs are well known by all the teachers who produce suitable and supportive resource materials. The achievement of some higher attaining pupils is restricted by the lack of sufficient time to follow triple science. Having up to three different teachers for science disadvantages some pupils in Years 8 as they follow three different modules at a time.

60. The very good achievement is due to a range of positive factors. Firstly, the teaching and learning is, overall, very good. There were no instances of unsatisfactory teaching observed. In lessons the teachers relationships with the pupils are very good. The pupils' attitude to science is very good and they respond very well to the teachers' high expectations. This enables pupils to learn very well. Pupils show a high level of cooperation when working in groups during practical tasks and other activities. The teachers have very good subject knowledge and teach with a lively enthusiasm. All lessons are very well structured and include a range of activities including the use of computers. This approach produces a very positive learning atmosphere where the topics covered are relevant and the pace brisk. Teachers are very skilled at managing classroom questioning to gauge pupils' understanding. The teachers are very well supported in lessons by a team of effective technicians.

61. The leadership and management are very good. The recently introduced assessment procedures are good and are used to identify underachievement of individual pupils who are then given further support. Pupils are aware of their attainment and potential final grades. The organisation of lessons in Years 7 to 9 allows good progression through the range of topics. The modular GCSE course is proving successful and has had a positive impact on the attainment of the

pupils. The head of department monitors all aspects of teaching and learning closely. This approach has helped raise standards by identifying good practice and ensuring a consistent approach by all teachers. The marking of pupils' work follows the departmental policy. However, for some pupils, there is insufficient guidance on how they can improve further. Some teachers do not follow up targets with sufficient rigour. The development plan for science is firmly based on the further improvement in teaching and learning and clearly identifies priorities and strategies. There are effective links with the feeder schools and this cooperation assists the pupils when they join the school.

62. The improvement since the last inspection is very good. There have been improvements in the key areas of teaching and learning, achievement and pupils' attitude to work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

	Years 7 - 9	Years 10 - 11
Standards	Average	Average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the last inspection	Good

Main strengths and weaknesses

- Pupils' positive attitude to the subject that contributes effectively to their learning and progress.
- Pupils work is very well presented.
- In Years 7 to 9 pupils' understanding of the use of ICT in its wider sense is too narrow.
- Good management and leadership of the subject.
- The assessment procedures and target setting are not fully established.
- Data handling is not as good as it should be.

Commentary

63. 2003 was the first occasion that pupils had been entered for the information communication technology (ICT) GCSE examination. Results were close to the national average. Girls performed better than boys did overall.

64. Pupils' previous ICT experience is varied, most entering the school in Year 7 with below average knowledge. However with the benefit of good teaching and pupils' positive attitude to the subject achievement is good and by the time they reach 14-years-old standards are at the level expected. Achievement however is better in Year 8 pupils having benefited from the clearly structured national ICT strategy.

65. Pupils have good knowledge of how to present information using a variety of applications. For example, they use desktop publishing to add art images to documents and make multi-media presentations. However their use of spreadsheets is weaker. Pupils' understanding of the use of ICT in its wider sense beyond the school is too narrow, few being able to give examples of where it might be used. Pupils' knowledge of data handling is not as good as it should be. This is due to inconsistent opportunities to study this element in depth. The school is aware of this and plan to include this component as part of the national ICT strategy.

66. In work seen during the inspection and discussions with pupils shows that the good achievement continues and standards in Year 11 are at the level expected at this point in the academic. Pupils are beginning to develop good knowledge of handling data, higher attaining pupils

using the facilities with confidence to filter information. Pupils have an understanding of the use of a spreadsheet using the formulas effectively to calculate mathematical calculations. Pupils with special educational needs make good progress and achieve appropriate targets.

67. Teaching overall is good and as a result pupils learn well. Lessons are generally planned well by teachers building on pupils' previous knowledge. There are occasions however when learning and achievement would have benefited with individual specific targets to be reached by the end of the lesson. Teachers have good relationships with pupils and use their good subject knowledge effectively to quickly engage pupils' interest and attention adding pace to lessons and contributing positively to learning. Teachers have good discipline and lessons proceed without interruption. A strong feature within lessons is the way teachers move round classes advising pupils on how to develop their skills and improve their work leading to good learning. Although lessons finish with sessions to ascertain learning these are often brief with limited opportunities for pupils to present and talk about their own work and lacking reference to the learning objectives.

68. The overall leadership and management of the subject are good and many changes have been handled well, in particular the revised schemes of work that now reflect the requirements of the national ICT strategy. The subject is placed well for future developments. Although assessment procedures are in place they need refining order to inform pupils more accurately of their progress. Improvement since the last inspection is good.

Information Communication Technology (ICT) across the curriculum

69. The previous inspection stated that although pupils used computers in other subjects their knowledge was too low to be of benefit. Most subjects are still using computer programs to support learning and with pupils improved understanding use is now contributing more positively to learning. Good use was seen in art using digital techniques to manipulate images; transforming artists work into another style. Effective use was also observed in music using programs to develop composing skills. The science department make wide use of computer programs to support learning using the Internet to check information and to support their revision programme. Use in design and technology is unsatisfactory partially due to a lack of resources, in particular for computer aided design and manufacture. Access to the computer resources has been a problem in the past but the purchase of fifteen laptops has given departments flexibility of access alleviating the pressure on the well used computer suites. There are however some areas in the school where the radio signal is not strong enough to support access to the Internet.

HUMANITIES

Geography

Provision in geography is **very good**.

	Years 7 - 9	Years 10 - 11
Standards	Well above average	Well above average
Achievement	Very good	Very good
Teaching and learning	Very good	Very good

Leadership	Very good
Management	Good
Progress since the last inspection	Good

Main strengths and weaknesses

- Pupils respond with interest and enthusiasm to the challenging and imaginative teaching; their behaviour is very good.
- Attainment is high and achievement of pupils at the end of Years 9 and 11 is very good.
- Very positive relationships between teachers and pupils encourage confidence and support the learning.
- Teachers provide frequent opportunities for pupils to learn independently.
- Pupils have many opportunities for to practice and develop their literacy skills.
- There remain too few opportunities for pupils to apply and practice their information technology skills.
- The marking of work does not provide enough information to help pupils improve.

Commentary

70. Examination results were well above the national average in 2003; they were above the average for the school and show an upward trend. Girls do better than boys.

71. Pupils join the school with average standards. By the end of Year 9, standards are well above national expectations and achievement is very good. The level of knowledge and understanding of places and themes are good and they can work independently. Pupils appreciate how processes and relationships can affect the environment and most can offer explanations to support this. Pupils develop a wide range of skills that they apply in their enquiry work, for example on coastal walks in Dorset. They express themselves clearly using the correct terms.

72. Pupils who have chosen to study geography in Years 10 and 11 achieve very well and standards are well above the level expected at this stage. They have a very good knowledge and understanding of the topics covered. In Year 10 they produce coursework of a very good standard following well-planned fieldwork and using their very good skills. They are able to explain, using appropriate terms, how processes are inter-related and can affect the environment, for example in their study of the location of industry that includes fieldwork. Literacy skills are very good and Year 11 pupils produce well-structured answers to practice examinations questions.

73. Teaching is very good and so pupils learn very well. Lessons are well planned and moved at a brisk pace so pupils produced work of a good quality. Such planning enables pupils to build upon their existing knowledge to extend their understanding. Teachers' used their very good subject knowledge to enrich the lessons with good examples and links with other topics. Pupils now take a greater responsibility for their learning as teaching styles have changed since the previous report. The teachers have appropriately high expectations of pupils' work and behaviour and make these very clear. Progress has been made in using assessment information to match work to the needs of the pupils, but more needs to be done to monitor progress. Marking is thorough, but in most cases provides too little information as to improvement. Teaching is observed and the evaluation influences curriculum planning. An appropriate emphasis is placed on developing literacy skills including speaking and listening, weaker at the time of the last report. Teachers make good use of the library where pupils are able to access the Internet. There are not enough opportunities for pupils to apply and practise their information technology skills.

74. Relationships are very positive, pupils responding with interest and enthusiasm to the lively, imaginative and challenging teaching. They are confident and willing to ask questions, teachers challenge them to explain answers and this benefits their enquiry work. Girls produce better coursework than boys, this accounts in part for their higher attainment at the end of Year 11. Homework supports learning and is set regularly.

75. Enthusiastic leadership has established a very good team of teachers which is managed well. Progress since the previous inspection has been good. The monitoring of teaching and learning has developed with regular review of the curriculum and standards have risen. The proportion of non-specialist teaching has fallen. The department has both the commitment and capacity to achieve further improvement.

History

Provision in history is **satisfactory**.

	Years 7 - 9	Years 10 - 11
Standards	Average	Above average
Achievement	Satisfactory	Good
Teaching and learning	Satisfactory	Good

Leadership	Satisfactory
Management	Satisfactory
Progress since the last inspection	Satisfactory

Main strengths and weaknesses

- Pupils achieved well gaining GCSE results above national average in 2003.
- Pupils learn and achieve well in GCSE because of the good teaching methods.
- Pupils' attitudes and response in GCSE classes are very good.
- Boys significantly under achieved in Year 9 teacher assessed tests in 2003.
- Lessons in Years 7, 8 and 9 are often too teacher led, limiting pupil response and interest.

Commentary

76. Teacher assessments in 2003 show pupils are below national expectation at 14, but standards are now in line with expectation. Boys are well below expectation for age, whilst girls are in line with expectation. GCSE results in 2003 are above national average. This is the third year of improved results. In Year 10 and 11, standards are above expectation for their age. Overall achievement of pupils, including pupils with special educational needs, in Years 7, 8 and 9 is satisfactory. Year 10 and 11 pupils achieve well. Their research skills, extended writing techniques and understanding of history develop well.

77. Teaching and learning are satisfactory. All pupils are given a good grounding in historical vocabulary. They are taught about events well and good use is made of video and ICT to support this. The teaching of GCSE pupils is good, because planning is good, encouraging pupils to become independent learners and researchers. They learn and achieve well, because of the challenge and interest created by such an approach, particularly when using computers. They are often able to relate current events to the historical ones that they are studying with good insight into the implications for their viewpoints. However, younger pupils are not sufficiently encouraged to put forward their own ideas and challenge those held by others. Learning opportunities are missed too often, because classes are too teacher dominated. For example, Year 9 pupils were told what they should feel about slavery, rather than contributing their own thoughts. Similarly, Year 7 pupils were guided to write descriptions of the Battle of Hastings, rather than exploring the reliability of sources. A significant number of Year 7 pupils are confused by chronology as lessons move between different periods out of sequence. Attitudes and behaviour are satisfactory in Years 7 to 9 and work output by pupils in GCSE classes is very good.

78. Recent work has introduced good assessment procedures. Pupils have a satisfactory idea of their progress in Years 7, 8 and 9. Written assessment tests are beginning to satisfactorily identify the national curriculum levels of pupils. Teachers generally make satisfactory use of their knowledge of pupils' progress to plan work. However, they do not always provide work in lower attaining sets that sufficiently matches the special educational needs of many pupils.

79. The management and leadership are satisfactory. The new schemes of work highlighting the importance of teaching strategies and learning are a significant improvement. The planning of GCSE work is a significant strength. There is a need for better monitoring of teaching and learning. Improvement since the previous inspection is satisfactory and GCSE results have improved well.

Religious education

Provision in religious education is **good**.

	Years 7 - 9	Years 10 - 11
Standards	Average	Well above average
Achievement	Satisfactory	Good
Teaching and learning	Good	Good

Leadership	Satisfactory
Management	Satisfactory
Progress since the last inspection	Satisfactory

Main strengths and weaknesses

- Pupils achieved well in 2003, gaining very good results in the full GCSE syllabus.
- Pupils learn well because they are challenged and interested by good teaching.
- Monitoring to further improve teaching methods is not established as a regular feature.
- Marking is inconsistent and leaves too many pupils unaware of the quality of their work and how to improve it.

Commentary

80. There is no data on pupils' levels of attainment at the end of Year 9 for 2003. In 2003 GCSE full and short course results were well above average, continuing the trend of rising standards.

81. Standards of work seen in the present Years 7, 8 and 9 are in line with expectation for their age. Pupils' knowledge and understanding of religion is average when they enter the school. By the age of 14, pupils, including those with special educational needs (SEN), achieve satisfactorily, acquiring a satisfactory knowledge and understanding of the religious beliefs and teachings of three major world faiths. Standards in Years 10 and 11 GCSE are above average. Thus, these pupils, including those with special educational needs make good progress.

82. Teaching and learning are good. During the inspection, when the teaching was exceptionally good, the pupils were very well challenged, by extremely skilful teaching. Year 9 pupils' responded excellently, using high-level analytical skills to interpret portraits of God and drew conclusions through their collaborative efforts that were well above expectation for their age. Very good teaching on the meaning of "sacred" challenged the pupils to think about what was special in their own lives. This very spiritual work enabled them to learn very well by sharing their ideas with their classmates. Although teachers' knowledge of pupils' learning is often very well used, occasionally teaching is not challenging enough. In classes where teachers' comments give pupils a clear idea what has to be done to improve grades, this guidance ensures pupils achieve well. However, the quality of marking in exercise books is often unsatisfactory, because too many are not marked appropriately. As a consequence, a significant number of pupils are under achieving, because they are not praised for good work or told how to do better. At the end of Year 9 in 2003, it was not feasible to assess pupils accurately because of this.

83. The leadership of the department is satisfactory. Clear ideas for development and change are developing rapidly. The teachers in the department are very positive and enthusiastic in their commitment to the pupils. Monitoring of the work of the department is not frequent enough. Schemes of work are sufficiently detailed and generally meet Hampshire Agreed Syllabus requirements. The curriculum gives them very good opportunities to develop pupils' spiritual, moral, cultural and social skills. However, teaching time for Years 8 and 9 is insufficient and this has an impact on the achievement of pupils. Attitudes and behaviour are good. Improvement since the last inspection is good.

TECHNOLOGY

Provision in technology is **good**.

	Year 9	Year 11
Standards	Above average	Well above average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very Good
Management	Good
Progress since last inspection	Good

Main strengths and weaknesses

- Very good teaching relationships that develop good attitudes towards learning.
- Consistently good teaching and advice.
- Very good leadership.
- The lack of ICT and practical use of computer-aided manufacturing and control technology.
- Insufficient documentation of monitoring of health and safety.
- Weakness in the use of creative drawing in the development of design ideas.

Commentary

84. End of Year 9 teachers' assessments place pupils above average and have recorded improvement over time. The teachers have good moderation systems to ensure that these assessments are accurate. The gap in the results of girls and boys is nearly twice that normally seen. Girls, most of whom apply themselves with very good concentration, retain what they have learned and have a better grasp of the overall direction in which lessons are taking them.

85. GCSE results are well above average and girls again do well, boys' results are also above average and they have caught up more than usually seen. Over the last two years results in food technology and resistant materials have made significant improvement. Systems and Control results have risen. Textiles and graphics have declined a little.

86. Pupils arrive in the school with varied previous experiences of design and technology. By the end of Year 9, all pupils have achieved well. Their achievement is particularly good because in Years 7 and 8 the pupils have less than the usual curriculum time. Some pupils have experienced more areas than others due to timetabling arrangements in these years.

87. The practical work is of a very good standard, the design drawing however is weaker and pupils lack the opportunity to use ICT, to enhance and combine processes to create contemporary effects. This is particularly affecting the progress of boys. Design drawings are unsophisticated and the work lacks creative style. Pupils with special educational needs achieve well because the teachers know of their needs and support them well.

88. GCSE pupils following the textiles examination course are affected by the lack of specialist accommodation and resources for the subject. This is reflected in declining results. Pupils' experience in using ICT, computer-aided manufacturing equipment and control technology is limited and this is restricting their achievement in graphics and systems and control technology.

89. Due to the very good relationships between teachers and pupils, attitudes were seen to be always good and often very good, except for a very small minority of boys in Year 9 whose immature behaviour limited their achievement.

90. Teachers have very good subject knowledge and good classroom organisation, which leads to effective learning. Pupils' progress is monitored and good guidance is given on an individual basis during lessons. In addition parents receive information about GCSE coursework so that they can actively support their child. There is reasonable development of literacy; numeracy is well developed in resistant materials with the use of precision measurement and calculation.

91. Overall learning is restricted by the lack of ICT facilities in the department, and the insufficient use of practical work involving computer-aided manufacturing and control technology. GCSE folder-work from 2003 shows insufficient development of evolving design ideas.

92. The leadership is very good. The department has very good planning, policies and monitoring systems for pupils. The lack of ICT hinders the efficiency of the monitoring system. Pupils take part in regional events. Management is good with some minor weaknesses. The health and safety monitoring, and dust extraction systems are all inadequate. The shared technician time needs structuring better.

VISUAL AND PERFORMING ARTS

Art and design

Provision in art and design is **very good**.

	Years 7 - 9	Years 10 - 11
Standards	Above average	Well above average
Achievement	Good	Good
Teaching and learning	Very good	Very good

Leadership	Very good
Management	Very good
Progress since the last inspection	Highly satisfactory

Main strengths and weaknesses

- GCSE results are well above national expectations.
- Pupils achieve well because they work hard and receive good teaching.
- Display in the art rooms and around the school provides a visually stimulating celebration of pupils' work.
- Very good assessment in Years 10 and 11 enables pupils track of their progress.
- Too few boys opt to study the subject for GCSE.

Commentary

93. In 2003, test results at the end of Year 9 were above the national expectation with over half of the pupils reaching higher levels. GCSE results were well above the national average. More girls than boys take art GCSE each year and, in 2003 they outperformed the boys by a much greater margin than seen nationally. 95 per cent of the girls attained grade A* to C which is very high. The difference between girls and boys' results had grown wider since Year 9 and was greater than the difference found nationally.

94. Standards seen currently reflect the examination results. In Year 9 and Year 11, pupils are working above the national expectation with many pupils producing work of a very high quality. Particular strengths are pupils' drawing skills and their work in colour, areas in which pupils receive a good grounding in Year 7. Pupils use their sketchbooks very well for homework tasks and for planning work on a larger scale in class. At all levels, pupils link their work to professional artists and designers, both western and non-western.

95. There is good achievement throughout the school as pupils use and refine the skills they learn. By Year 9, most pupils have a secure knowledge of a range of techniques and materials. Those studying for GCSE, including the very talented and those with special educational needs, are encouraged by their teachers to extend their work according to their particular talents and interests. Pupils make good use of the Internet, books and other resources to develop their ideas. They gain further inspiration from their visits to top London galleries. Higher attaining pupils could be even more independent in looking beyond the well known artists recommended by their teachers. By Year 11, pupils discuss their work with confidence, helped by video-presentations which they give to their class. Older pupils also evaluate their work and the work of others very well in writing and often at length. Using competent literacy skills, they describe how they have dealt with particular problems and reflect critically on their final outcomes.

96. Pupils' attitudes are very good. They show respect for each others' work and enjoy looking at the stimulating work on display. They work hard and are highly motivated. Many pupils spend a great deal of time on their art work, particularly on improving work in preparation for GCSE.

97. Teaching is all good and often very good. It is a strength of the department. Teachers have good knowledge of and commitment to art. They have a clear understanding of the examination requirements and, in GCSE, this involves their paying very close attention to what pupils are doing well and where they need to improve. They have high expectations of pupils' work in all media, to which pupils respond positively.

98. Leadership is very good and central to the success of the department. Management is very good, including increased use of ICT in research and digital imaging. Changes in the school day have resulted in shorter and fewer lessons for the younger pupils. However, strengths of the last inspection have been maintained and the department continues to make an excellent visual and creative impact in the school.

Music

Provision in music is **very good**.

	Years 7 - 9	Years 10 - 11
Standards	Above average	Well above average
Achievement	Good	Very good
Teaching and learning	Very good	Very good
Leadership	Very good	
Management	Very good	
Progress since the last inspection	Good	

Main strengths and weaknesses

- Pupils reach well above standards due to high quality teaching.
- Pupils excellent attitude to the subject contributing significantly to their progress.
- The wide range of extra curricular activities promoting pupils' performing skills.
- Pupils' understanding of music from other cultures are less well developed.

Commentary

99. Results in the most recent GCSE examination were well above average for 16-year-old pupils. These high results have been consistently maintained over recent years. Girls' attainment was better than boys.

100. Pupils join the school in Year 7 with varied previous musical experience but with overall average skills. However with the benefit of very good teaching and teachers' high expectations, pupils' progress is rapid and achievement is good. As a consequence by the time pupils reach 14-years-old standards are above the level normally seen.

101. Pupils' performance skills are well established. Talented pupils, those who have additional individual lessons, are encouraged to play their orchestral instrument and perform to a high level. Pupils' creative skills are well developed composing in a range of styles. This was evident in their 'a *jingle topic*' composing melodies to accompany an advert with a backing to their words in the appropriate style. Pupils' understanding of music from other cultures is under-developed. The department is aware of this and plan to introduce a 'raga' topic following training. Pupils with special educational needs are fully integrated into lessons and make good progress.

102. Standards in the GCSE examination groups are well above average. The majority of pupils are committed instrumentalists and their achievement is very good. They have a good understanding of the structure of their compositions composing pieces in a variety of different styles. They have good knowledge of the structure of major and minor chords and use them effectively in their compositions. Pupils have a well established historical understanding and a developed sense of chronology, discussing with knowledge different styles of music and the main composers for those periods.

103. The overall quality of teaching and learning are very good. This high quality teaching is underpinned by teachers' enthusiasm, conveying their passion for the subject and immediately engaging pupils' attention. Pupils respond very positively to this; working with interest and being anxious to succeed. Teachers have good relationship with their pupils. This was most evident in the after school group activities and in class performances. Here teachers create an ethos where pupils are confident to contribute to discussions and seek help when needed leading to good learning and understanding. Teachers have high expectations of pupils, planning lessons so that all pupils are able to contribute at their individual level, challenging work for higher attaining pupils and rehearsing sections of music to improve the overall performance.

104. The management and the leadership of the subject are very good. Improvement since the previous inspection has been good. The school offers a wide range of after school activities that are well supported by pupils. The musical content in these activities are challenging providing suitably demanding music for the gifted and talented pupils.

Physical education

The provision in physical education is **good**.

	Years 7 - 9	Years 10 - 11
Standards	Average	Average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since the last inspection	Good

Main strengths and weaknesses

- Pupils achieve well by the end of Years 9 and 11 in the compulsory course.
- Good quality of teaching and learning results in good progress in lessons for all pupils.
- The majority of pupils achieve well by the end of Years 9 and 11.
- The positive attitudes and behaviour of the majority of pupils results in a positive atmosphere in lessons.
- A very good range of extra curricular activities extends pupils' learning.
- Teacher assessments at the end of Year 9 are not yet fully effective.

Commentary

105. Recently, results in the GCSE examination have been well above the national average. However, in 2003, these fell and were broadly in line with the national average. Boys and girls performed in line with the national profile. Department analysis shows that pupils' lack of preparedness for the theory part of the course was the reason for the decline in standards. Positive steps have been taken to redress the decline in 2004.

106. In lessons seen in Year 9, standards are average for the majority. Achievement is good because standards on entry were below what was expected for pupils' ages. In gymnastics, boys and girls are developing control and precision in flight using springboards and boxes. The less capable do not make good quality body shapes. On the whole, though, good quality teaching and learning has led to good improvement for the great majority who are working at appropriate levels for their age.

107. In lessons seen in Year 11, standards are average for the majority in the compulsory course. In basketball, most boys and girls pass accurately and use space well. In netball, both boys and girls have secure individual skills and know the footwork rule well. The less capable do not use signals sufficiently well thus the accuracy of passing is not always as good as it could be. No practical GCSE lessons were seen in Year 11. In their theory lessons the majority has a secure understanding of the skills, techniques and analysis of performance in the practical activities they follow and are presently developing well their knowledge and understanding of sports related anatomy and physiology. Some pupils use ICT well to help them in the presentation of their coursework projects. In the junior sports leaders award (JSLA) course pupils have been taught well and as a result successfully planned a range of small games activities for a groups of primary school children invited to the school.

108. The overall quality of teaching and learning is good across all years and results in good progress for pupils. Teachers have a good command of the activities being taught and there is a consistent approach as regards standards of behaviour. The good quality teaching is typified by good pace and by pupils understanding the challenge they must rise to. In a Year 10 GCSE hockey and badminton lessons, for example, well planned and structured activities ensured pupils were all actively involved and improving their skills and techniques well. Learning objectives are shared with pupils, thus they know what is expected of them. Pupils' attitudes and behaviour are good, which enhances the quality of learning and enables all groups of pupils to make good progress. Teachers circulate well in lessons and their effective use of praise and constructive criticism makes pupils aware of their capabilities. On the odd occasion, however, there are insufficient structured opportunities for pupils to be involved in peer evaluation and coaching. There is some inconsistency in the use of structured support and guidance for pupils following the GCSE theory course. As a result the quality and quantity of pupils' work is variable.

109. Leadership and management of the department are good, being clear and focussed. There is a commitment to improving the quality of teaching and learning as well as improving standards even further. However, schemes of work do not cover literacy and numeracy enough. Teacher assessments at the end of Year 9 have not been emphasised enough. Very good extra-curricular provision throughout the year broadens pupils' learning experience and enables the more capable to represent the school in competitive fixtures. As a result, individual pupils have gained representative honours at district and county level in athletics, cricket, netball and rugby union.

Teams have been successful in association football, netball and rugby union. Improvement since the previous inspection has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for personal, social and health education (PSHE) is **unsatisfactory**.

	Years 7 - 9	Years 10 - 11
Standards	Average (Year 9)	Average
Achievement	Satisfactory (Year 9)	Satisfactory
Teaching and learning	Satisfactory	Satisfactory

Leadership	Unsatisfactory
Management	Unsatisfactory

Main strengths and weaknesses

- There is no continuous, structured programme of PSHE for Years 7 and 8.
- The life skills programme in Years 9, 10 and 11 is in outline form only; there is no scheme of work.
- There is no monitoring of the delivery of the life skills programme to ensure that pupils receive similar experiences.
- The focus days are very well managed and planned but take place in isolation, particularly in Years 7 and 8.
- Through the efforts of the teachers, Year 9 and Key Stage 4 programmes contribute well to the welfare and personal development of the pupils.

Commentary

110. It is not possible to comment on the standards and achievements of pupils in Years 7 and 8 since there were no lessons to observe. In Year 9 standards were average overall and achievement was generally satisfactory. Pupils were able to discuss relationship and friendship issues sensibly in small groups and give reasonable definitions of 'trust'. In a lesson where teaching was very good, pupils' achievement was very good in terms of understanding more complex aspects of friendship and relationships.

111. Standards in Key Stage 4 were also average and achievement overall was satisfactory. In one lesson, which was an introduction to careers education, pupils achieved well in gaining an understanding of the difference between a job and a career. The achievement of pupils in another lesson, however, was hindered by the unsatisfactory behaviour of a few, who gained little from the lesson and disrupted the attention of others.

112. No lessons in PSHE take place in Years 7 and 8, except for a sequence in drama where Year 7 explores issues about induction.

113. Teaching and learning in Year 9 were satisfactory overall. For example, in one sex and relationships education lesson, the topic was taught in a calm and secure atmosphere, which helped pupils to be comfortable in discussion, teaching and learning were very good.

114. In Key Stage 4, teaching and learning was also satisfactory overall and where relationships were good between teacher and pupils, teaching and learning were also good. In one lesson pupils were able to define the difference between a job and a career and to compare their own definitions with official glossary terms. Learning objectives for the course and for individual lessons were not made clear to the pupils in any lessons.

115. Leadership and management are unsatisfactory. The life skills programme is in outline only and there is no structured scheme of work to show development or progression. The delivery of the programme is not monitored and there is no evaluation of its effectiveness.

116. PSHE is not included in the curriculum in Years 7 and 8 except for the induction programme in Year 7 in drama and the 4 focus days. It is expected that all other personal developmental issues will be covered incidentally in the different subjects. There is no monitoring of this and therefore no record of whether some issues have been duplicated, covered or omitted. This is unsatisfactory.

117. The delivery of the life skills programme is made more difficult, particularly in Year 10, because the groups alternate every 5 weeks between this lesson and ICT and pupils have to constantly readjust.

Citizenship

Provision in citizenship is **unsatisfactory**.

Leadership	unsatisfactory
Management	unsatisfactory

Main strengths and weaknesses

- The school does not have an overall programme for citizenship.
- There is no structured scheme of work to ensure progression throughout the school.
- The “Focus Days” are very well planned and provide a valuable and worthwhile experience for pupils.
- There is not a current audit which identifies which elements of citizenship are being covered within subject areas.
- There is not a monitoring system in place to enable evaluation and assessment of any citizenship teaching and learning.
- The mapping of aspects of citizenship which has been done is a very good basis on which to build an overall programme.

Commentary

118. A programme for citizenship is still in the very early stages of development and because of this it was not possible to make judgements on standards and achievements of pupils. Similarly, because there were no lessons programmed during the inspection, it was not possible to make judgements on teaching and learning.

119. A comprehensive mapping exercise has taken place to identify the variety of elements that should be covered and the links between them. At the moment, some of these elements are covered during the “focus days” which take place twice a year. For example, pupils in Year 9 took part in a Democracy Day in which they went through the process of elections, council meetings, and so on, all in the local council chambers and supervised by local councillors and officials. This experience had clearly made a tremendous impression on the pupils, who talked about the day with enthusiasm and showed a good understanding of what they had gained. The focus days are clearly very well planned and can have a high impact on pupils’ understanding and knowledge of citizenship issues, but, particularly in Years 7 and 8, they are organised in isolation from any other programme. There is almost no opportunity for preparation or follow-up activities and they are not part of a continuous, developmental programme.

120. In Years 9, 10 and 11 there is an outline programme which covers some aspects of citizenship within the life skills lessons. In all years, it is expected and acknowledged that some aspects will be covered in different subject areas, but there has been no recent, comprehensive audit of this and as a result it is not known which aspects are covered where, or whether there is duplication or omission. During the inspection, a number of examples of very good citizenship

teaching were seen in subjects such as science, English, drama, geography, history, RE and PE. Other excellent examples were noted such as the elections to student councils, the active involvement of pupils in the East Hampshire Youth Council, the prefects who 'patrolled' at lunch times. However, no links were being made between any of these elements and teachers and pupils were unaware that they could or should be part of a wider developmental programme under the heading of citizenship.

121. Leadership and management is unsatisfactory overall. The good mapping of aspects of citizenship has not yet resulted in a clear development plan or a substantial and structured scheme of work that can be monitored and evaluated. Management of the focus days is very good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).