

# INSPECTION REPORT

## **FLEGG HIGH SCHOOL**

Martham

LEA area: Norfolk

Unique reference number: 121218

Headteacher: Mrs Cherry Crowley

Lead inspector: W. Keast

Dates of inspection: 22<sup>nd</sup> to 26<sup>th</sup> March 2004

Inspection number: 258629

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:	Foundation
Age range of pupils:	12 – 16
Gender of pupils:	Mixed
Number on roll:	719
School address:	Somerton Road Martham Great Yarmouth Norfolk
Postcode:	NR29 4QD
Telephone number:	01493 740349
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Cliff Grosvenor
Date of previous inspection:	12 <sup>th</sup> January 1998

## CHARACTERISTICS OF THE SCHOOL

Flegg High School is a co-educational comprehensive school, 12 - 16, which serves a predominantly rural community in Martham and the surrounding villages to the north of Great Yarmouth. Most pupils join from two local middle schools in Martham and Ormesby. The school is smaller than average with 719 pupils on roll. The proportion of pupils (8.9 per cent) eligible for free school meals is similar to the national average. Most pupils are from average socio economic backgrounds and their attainment when they enter the school is broadly average. The school houses a local authority funded 24-place unit for pupils with special educational needs and these pupils are drawn from a more extensive area than the rest of the pupils. In the school, a quarter of pupils have special educational needs and of these, the 19 pupils currently in the unit and three pupils in the main school have statements of special educational needs - this is similar to the national picture. Pupils' needs are predominantly social, educational and behaviour problems, and dyslexia. The number of pupils whose home language is not English is very small. Most pupils are of white British background. The pupil population is stable with few joining or leaving part-way through a school year. The school has developed a committed programme of community involvement including regular adult education classes for 120 people and links to local organisations such as Norwich City Football Club and Norfolk PACT (Partners Against Crime Taskforce). The school has achieved several awards including Investor in People in 2001, Artsmark in 2003, EDP (Eastern Daily Press) Business Industry award and was National Schools' Challenge winners in 2000.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1522	W Keast	Lead inspector	
9391	N Ball	Lay inspector	
32987	M Mudd	Team inspector	English
1503	T Browne	Team inspector	Mathematics
29742	P Fyans	Team inspector	Science
10817	G Rayner	Team inspector	Geography, history
2501	R Allison-Smith	Team inspector	Art and design
8076	T Bendall	Team inspector	Design and technology
15075	B Stephens	Team inspector	Modern foreign languages English as an additional language Citizenship
25377	L Brown	Team inspector	Music, religious education
23307	N McDonagh	Team inspector	Physical education
2746	R Lund	Team inspector	Special educational needs
31238	G Clubb	Team inspector	Information and communication technology

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## PART A: SUMMARY OF THE REPORT

**Flegg High School is a good school and gives good value for money.** Pupils reach broadly average standards, achieving more highly in the early years. The quality of education provided by the school and pupils' personal development are good. The leadership of the head teacher is very good and the leadership and management of other key staff are good. Pupils with special educational needs and higher-attaining pupils achieve well.

The school's main strengths and weaknesses are

- Standards are above average in Year 9, and mathematics is strong throughout the school
- Excellent community links and learning opportunities outside the curriculum contribute very well to pupils' development and achievement
- The positive effect of the extensive peer-counselling initiative and involvement of pupils in the development of the school
- Good pupil attitudes and behaviour contribute to a calm, learning environment
- Too wide a variability in aspects of teaching, assessment and subject management which limits the drive to raise pupils' academic achievements
- Insufficient structure to the citizenship programme to ensure that all pupils receive their entitlement

**The school has shown good improvement since the last inspection.** Most of the key issues identified in the last report have been resolved, particularly relating to pupils taking responsibility, improving attendance, curriculum development and strategic planning. Results at the end of Year 9 have risen and the proportion of pupils gaining five or more GCSE grades A\* to C has been maintained. Teaching has improved, vertical tutor grouping has been introduced, extra-curricular activities have increased significantly and a major emphasis upon pupil democracy introduced. Additionally, the school has achieved the Artsmark award and the Investor in People award has been confirmed for the third time.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

**Overall, pupils' achievement is satisfactory.** Test results at the end of Year 9, in 2003, were well above the national average and broadly average for similar schools. Results were strongest in mathematics and weakest in science. Overall, current standards in Year 9 are above the average. They are well above in mathematics, above average in English, science and information and communication technology (ICT), and at least average in all other subjects except art and modern foreign language where they are below average. Pupils are achieving well from their attainment on entry in the different subjects. At GCSE in 2003, the proportion of pupils gaining five or more grades A\* to C was average both nationally and when compared to similar schools. A well-above average proportion of pupils gained at least one pass. Current standards in Year 11 are average overall. They are well above average in mathematics, above average in science, geography, information and communication technology, music, and physical education, but below average in art and modern foreign languages. Pupils are achieving at least satisfactorily in all subjects. Higher-attaining pupils and those with special educational needs achieve well.

**Pupils' personal qualities, including their social, moral, spiritual and cultural development, are good.** Pupils enjoy school, and their attitudes to work and their behaviour are good. The peer counselling initiative, among many others, has a very significant impact on both the school and the pupils involved. Through persistent work and careful monitoring the school has improved attendance to its now satisfactory level and pupils' punctuality is good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Overall, teaching is satisfactory** with much that is good. This is an improvement. Teachers encourage and challenge pupils effectively and use their good subject knowledge to explain ideas clearly and to demonstrate skills and techniques well. The majority of pupils work productively, enjoy their lessons and learn soundly. Teachers have good relationships with pupils which create an environment in which learning is encouraged. The range of teaching strategies used keeps pupils engaged and interested in their work. Good support for pupils and small groups helps them to achieve. In some subjects, too little use is made of ICT to support learning. Marking informs pupils how well they are doing but, while some teachers give good, regular guidance on how pupils might improve their work, this is not consistent. The use that teachers make of the information from marking and testing to monitor pupils' progress is too variable.

The curriculum provides a good range of opportunities and meets pupils' needs well, especially in Years 10 and 11. The curriculum is enriched by an excellent range of extra-curricular activities which broaden the learning experiences of pupils. The school assigns a high priority to the care of its pupils providing them with good support and advice throughout their time at the school. Pupils have very good opportunities to play an active part in a democratic partnership with the school. Links with parents are good and involvement with the community is excellent.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good** overall and the headteacher shows very good leadership. She has worked with a very clear sense of purpose and vision to improve the school and is well supported by her senior managers. The school is self-critical and honest in its self-evaluation. Development is planned and managed well. Staffing structures continue to be adapted to support the drive to further improve teaching and raise achievement. The school is governed well. Governors are knowledgeable about their school and support its work strongly. The school complies with all statutory requirements with the exception of a daily act of collective worship. Senior managers and governors work well in a productive and professional manner with a strong sense of shared purpose.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are pleased with the school. In response to some concerns, the inspection judged that the school makes continuous efforts to seek the views of parents, but these are not always met with a similar positive response. Parents are kept well informed about the progress their child is making and this is an area that has been improved. Homework is satisfactory, suitably linked to class work and regularly marked. Pupils like their school. Some expressed concern about poor behaviour. The evidence of the inspection is of overall good behaviour and that reported instances of bullying are usually quickly and effectively resolved. The inspection does not support the concern that pupils are not treated fairly by staff, indeed very positive and supportive relationships are a feature of the school.

## **IMPROVEMENTS NEEDED**

In addition to continuing to implement its appropriate development plan, the most important things the school should do to improve are

- Reduce teachers' variability in using marking to advise pupils how to improve their work, assessment information to target work to pupils' needs and ICT to support subject teaching
- Increase the capability of subject leaders, including special educational needs, to monitor rigorously and to understand and use assessment data more effectively
- Provide sufficient structure to the citizenship programme to ensure that all pupils experience effectively what is planned

And, to meet statutory requirements

- A daily act of collective worship for all pupils



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Overall, pupils' achievement is **satisfactory**. Test results at the end of Year 9 show pupils achieved well. The trend in examination results at the end of Year 11 is below the national trend. Current standards in Year 9 are above average and pupils achieve well. Standards in Year 11 are average and pupils' achievement is satisfactory.

#### Main strengths and weaknesses

- Pupils have made greater progress in Years 8 and 9, than in Years 10 and 11
- Standards in mathematics are well above average and pupils achieve very well
- Pupils' achievement in all subjects is at least satisfactory although standards in modern foreign languages and art and design are below average
- Pupils with special educational needs and higher-attaining pupils achieve well

#### Commentary

##### *Standards in national tests at the end of Year 9 – average point scores in 2003*

Standards in:	School results	National results
English	35.5 (33.0)	33.4 (33.3)
mathematics	38.9 (37.2)	35.4 (34.7)
science	35.5 (34.0)	33.6 (33.3)

*There were 182 pupils in the year group. Figures in brackets are for the previous year.*

1. The overall attainment of pupils joining the school is in line with the national average. In 2003, results in the end of Year 9 national tests were well above the national average and broadly average for similar schools. Results in mathematics were strongest, being well above both the national average and the average for similar schools. Results in science were weakest, being above the national average but below average for similar schools. Boys performed better than girls in 2003 but, on average over the last three years, girls have outperformed boys. Analysis indicates that the improvement in the standards of these pupils from Year 7 to Year 9, the value added by the school, is well above the national average and above the average for similar schools. This cohort of pupils achieved well. Overall, the trend in results over the last five years is above the national trend. The school exceeded the targets it had set for this cohort of pupils. The targets for the current year are noticeably higher.

2. Standards in the current Year 9 are, overall, above average and pupils are achieving well. Standards are well above average in mathematics and pupils are achieving very well. In English and science, standards are above average and pupils are achieving well. In the other subjects of the curriculum, standards are above average in geography, information and communication technology (ICT) and music, below average in art and modern foreign languages and average in the remainder. Pupils' achievement is good in geography, ICT, music and physical education, and sound in other subjects. Pupils with special educational needs and the higher-attaining pupils in the top sets achieve well. It was not possible to judge the achievement of the pupils in the learning support centre because the monitoring of the pupils' progress is not sufficiently systematic and rigorous. There is no discernible difference between the overall achievement of boys and girls.

### 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	54 (52)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	88 (88)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	98 (97)	96 (96)
Average point score per pupil (best eight subjects)	35.6 (34.6)	34.7 (34.7)

*There were 197 pupils in the year group. Figures in brackets are for the previous year.*

3. In 2003, the average total point score per pupil was in line with the national average but below that for similar schools. The proportion of pupils gaining five or more A\* to C passes was average both nationally and for similar schools. The proportion of pupils gaining at least five passes, including English and mathematics, was broadly average nationally but well below average when compared with similar schools. This indicator will remain comparatively low because the achievement of lower-attaining pupils is accredited through a certificate of achievement in English and history and they are not entered for GCSE. The proportion of pupils gaining at least one pass was well above average nationally and above average compared to similar schools. Girls performed slightly better than boys in 2003, and on average over the last three years. The variation in boys' results has been more marked than in the girls'. The trend in results over the last five years is below the national trend. The value added for this cohort of pupils was below the national average. Results in double award science, geography and mathematics were significantly above average and in art and French, significantly below average. Pupils made significantly better progress in mathematics and double award science, in comparison with national norms, than they did in the other subjects they took.

4. Current standards in Year 11 are, overall, at the level expected for pupils of this age. They are well above average in mathematics and are above average in science, geography, ICT, music and physical education. Standards in other subjects are average except in art and modern foreign languages where, because of historical difficulties, they are below average. Nevertheless, in all subjects pupils' achievement is at least satisfactory. It is good in those subjects where standards are above average and very good in mathematics. The inspection provided no conclusive evidence for standards in the citizenship programme. As in the earlier years, pupils with special educational needs and higher-attaining pupils achieve well. There is no discernible difference between the achievement of boys and girls.

5. Pupils' competence in English language and literacy is satisfactory. Their competence in the use of ICT is good and this supports their work in other subjects well. Their competency in mathematics is very good.

#### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are **good**. Their attendance is **satisfactory** and their punctuality is **good**. Behaviour in and out of the classroom is good and pupils' personal development, including their social, moral, spiritual and cultural development is **good**.

#### **Main strengths**

- Pupils' attitudes and their involvement in the opportunities provided by the school support their learning and development well
- Many opportunities are provided to allow pupils to take responsibility, work constructively together and to mature
- The peer counselling scheme is effective in reducing the incidence and impact of bullying
- Close monitoring has resulted in an improvement in attendance
- Close monitoring and a consistent response promotes good behaviour well

## Commentary

6. Attendance at the school is in line with the national average and unauthorised absence is below the national average. Nine out of ten parents say their child likes the school and four out of five pupils say it is a good school to be at. Attendance is monitored closely and most pupils attend regularly. The school works closely with the education welfare service to improve the attendance of a small number of pupils whose attendance is irregular. As a result of these efforts, attendance has improved since the previous inspection. Pupils' punctuality is good, except where they are unavoidably delayed by the late arrival of buses.

### Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.1
National data	7.2

Unauthorised absence	
School data	0.2
National data	1.1

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

7. Pupils' behaviour in lessons and around the school is good. The school fosters good behaviour well through assembly and tutor group themes, the good school ethos, well-liked merit awards and clearly understood sanctions. Only a small proportion (three per cent) of reported incidents are related to bullying. Only a small proportion of parents say their child has experienced bullying and although a greater proportion of pupils say they have been bullied, nearly all parents and pupils agree that reported incidents are resolved rapidly and effectively. The peer counselling scheme plays a major role in reducing the incidence of bullying.

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – any other mixed background
Black or Black British – Caribbean
Black or Black British – any other Black background
Chinese
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
684	69	0
1	0	0
11	0	0
2	0	0
1	0	0
1	0	0
1	0	0
18	0	0

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

8. The school provides many more opportunities for pupils to take and demonstrate responsibility than is usually the case. The prefect system, peer counselling and peer mentoring teams, and the many opportunities to be a captain of something in the house system all make important contributions to the personal development of those involved. The vertical house-based tutor groups help to develop good relationships between pupils in different year groups.

9. Pupils respond well to the many opportunities open to them. They demonstrate mature attitudes in many of the roles they undertake. The good relationships that exist between pupils and with teachers go a long way to create the purposeful atmosphere within the school and the calm learning environment within classrooms.

10. Pupils' social development is very good, fostered well by, for example, the Year 8 camp, team sporting activities, major drama productions and the many opportunities to work together in small

groups for competitions and awards. Further contributions are made by assemblies and tutor group work, the animal care provided every day of the year by members of the animal club, the role models provided by the teachers and the school ethos. Work, particularly in art, music and textiles and the occasional suspension of the timetable for days with a specific focus, supports pupils' cultural development well. School assemblies offer good opportunities for reflection and contribute well to pupils' spiritual development. Some teaching strategies, religious education and parts of the curriculum in history and geography help pupils understand more about themselves, their beliefs and the impact of one group's actions on another. These contribute to pupils' satisfactory spiritual development but this is the weakest aspect of their development. The school does not provide a daily act of collective worship.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is satisfactory but with much that is good. The curriculum meets pupils' needs well. Pupils are cared for very well and are supported well in their learning. Good links with parents, very good links with other schools and colleges and the excellent enhancement to the curriculum provided by the outstanding network of community involvement, contribute very well to raising pupils' achievement.

### Teaching and learning

Overall, teaching is **satisfactory** with much that is good. This leads to at least satisfactory learning by pupils and, in several subjects, they learn well. Assessment is satisfactory.

### Main strengths and weaknesses

- Teachers have good subject knowledge which they use well to explain ideas, demonstrate skills and techniques and pose challenging questions to explore issues
- Teachers use a variety of imaginative teaching strategies which engage and retain pupils' interest although some lessons are too teacher-dominated with few opportunities for group work
- Pupils are managed well and the mutual respect and good relationships encourage and support them in their learning
- What pupils are expected to learn is not always made explicit and information from assessment is not always most effectively used to match work to pupils' specific needs
- The teaching and learning of pupils with special educational needs and disabilities in the main school are good, and in the learning support centre are satisfactory overall
- Some marking gives pupils too little guidance on how to improve

### Commentary

#### Summary of teaching observed during the inspection in 123 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (2%)	24 (19%)	58 (47%)	38 (31%)	1 (1%)	0 (0%)	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.*

11. The quality of teaching has improved since the last inspection with a reduction in unsatisfactory lessons and a doubling of the proportion which are very good or excellent. Teaching and the subsequent learning are at least satisfactory in all subjects. They are good in Years 8 and 9 in English, good throughout the school in science, geography, ICT, music and physical education, and very good in mathematics. Ninety per cent of parents believe that teaching is good and ninety per cent of pupils say they are well taught.

12. Lessons are characterised by good management, well behaved pupils who are attentive and willing to learn, and good relationships which create good learning climates in classrooms where

pupils feel supported and able to achieve. A strength of the teaching is the good knowledge and understanding of the subject that teachers have. This enables them to give clear explanations and to demonstrate skills and techniques effectively. They use their knowledge well to question pupils, reinforcing what the class has learned and drawing out and exploring new ideas and issues. They use their good understanding of the requirements of examinations to ensure that older pupils are well prepared for their examinations. They spend time ensuring that pupils are able to identify the key points in questions on which they need to focus and developing good examination techniques so that pupils feel more confident about their ability to succeed.

13. Pupils are managed well with a consistent use of school strategies. The atmosphere in the classroom, created by the good relations between teachers and pupils, the mutual respect of one for the other and good pupil relationships, supports pupils in their learning. Lessons generally move at a lively pace, following a prompt start, and a good range of teaching strategies are used to keep pupils interested and on task. On occasion, the lesson was too much led by the teacher, giving pupils few opportunities to take responsibility for their own learning through, for example, group work or discussion. The national strategies for improving teaching and learning in Years 8 and 9 have been introduced but are not always most effectively used. For example, pupils are not always clear what it is they are to learn in a lesson because the objectives for the lesson are not clear or are not shared with them. At the end of some lessons there was no evaluation shared with the class to give a careful check on what had been learned. In most subjects, pupils are taught in groups based on earlier attainment. This is generally effective, particularly for the higher-attaining pupils. However, in most classes there remains a range of ability. While in the best teaching work and tasks are adjusted to the different needs within the group, this is not consistent.

14. Learning support assistants give well-focused professional support in the main school to enable all pupils with special educational needs and disabilities to access the same learning experiences as the other pupils in their groups, especially in English, mathematics, geography and design and technology. They explain, clarify and use modified materials and ICT well, to help these pupils make good progress.

15. In the majority of subjects the quality and helpfulness of marking is inconsistent. In almost all subjects pupils are aware of how well they are doing. In design and technology, geography, music and physical education for example, the pupils understand their levels of attainment and have guidance about how to improve. Overall, such practice is strongest in Years 8 and 9. The use made by teachers of assessment information to change plans or to set pupils useful learning targets is not consistent and overall this is a weaker aspect of assessment. Although test and examination data are systematically collected, analysed and distributed through the school, only a few departments have the expertise to make full use of this. However, approaches in music have been adjusted to improve boys' performance, the geography syllabus has been changed and the database in physical education was used to spot where to improve girls' performance. There are weaknesses in assessment generally in art and modern languages, and an appropriate school development priority is to improve the use of assessment to support pupils' learning. Most teachers in the main school and in the learning support centre, do not systematically monitor the progress of pupils with special educational needs and disabilities towards meeting the targets in their individual education plans (IEPs), most of which are non-specific and vague. Learning support assistants do not monitor the pupils' progress in mainstream classes systematically and rigorously. Pupils with special educational needs and disabilities know they have targets but most do not know what they are or how to meet them.

## The curriculum

The overall quality of the curriculum is **good** with excellent opportunities for enrichment. The quality and quantity of the accommodation and resources to meet the needs of this curriculum are **satisfactory**.

### Main strengths and weaknesses

- The curriculum has systematically evolved and is tailored to satisfy the needs of individual pupils and groups of pupils
- The school offers a broad curriculum with an excellent range of extra-curricular activities which are well supported by the pupils
- The curriculum experienced by pupils with special educational needs and disabilities in the main school and in the learning support centre is good
- Although the accommodation is satisfactory overall some of it is in need of refurbishment

### Commentary

16. The curriculum in Years 8 and 9 is satisfactory. It meets statutory requirements and is extended to include drama and to allow the higher-attaining pupils to study for a second modern foreign language. Appropriate amounts of time are given for each subject. In Years 10 and 11 the curriculum is good. The good development, year on year, following review is clear. The curriculum in Years 10 and 11 meets the needs of pupils well and provides good opportunities for progression beyond age 16. The four broad strands of the curriculum meet the needs and aspirations of pupils who wish to follow an academic route, those who seek a vocational element in their studies, either at school or in collaboration with the local further education college, and the small number of pupils for whom an alternative work-related curriculum is most appropriate.

17. This newly introduced route, incorporating college sessions in a range of vocational areas, weekly work placement, additional support for basic skills and involvement in the Duke of Edinburgh bronze award scheme, has already had a significant effect in promoting better attendance and reducing disaffection.

18. Pupils of the learning support centre are involved in main school activities where appropriate and good examples of their successful inclusion were seen in, for example, English, mathematics, geography and design and technology.

19. The school uses innovative methods to tailor the curriculum to meet the needs of individuals and groups of pupils, for example the occasional suspension of the normal curriculum to allow focus on specific aspects of the personal, social and health education programme (PSHE). Last year the school held a multiculturalism day for pupils in Year 9 as part of a week's focus on India. This provision is good.

20. The range of extra-curricular activities is wide and unusually diverse. An extensive programme of sporting activities provides many opportunities for pupils to take part in a range of individual sports and activities such as gymnastics athletics and dance, as well as the traditional team sports of rugby, football, netball and hockey. The majority of pupils participate and where sporting potential is recognised the school takes steps to ensure pupils have every opportunity to develop to the highest level. Pupils have achieved success at county and national level in a variety of sports and the school has developed an international reputation for the numbers of pupils participating in tchoukball. Sporting links with Poland are maintained and the school hosts an annual international sports festival. Provision and participation in the arts are very good. The school runs many music groups and ensembles, supported well by visiting instrumental teachers, both in school and jointly with the local community. These, together with the dance group making a DVD, and enjoyable and successful annual productions, most recently 'Sweet Charity', provide many opportunities for pupils to perform and supports their personal development and artistic achievement well.

21. The business and community co-ordinator has collated, initiated or supported a very wide range of projects and links. These provide many pupils with many opportunities to compete successfully both locally and nationally, to work closely with organisations beyond the school and benefit from visiting specialists who support the taught curriculum. Building and racing go-karts with the help of visiting engineers; developing and making road safety wear for primary pupils in conjunction with inmates at a local prison; and the success of a Year 10 team against sixth form competition in a Young Enterprise project are just some examples. Pupils who take advantage of these opportunities gain tremendous benefit both for their personal development and their academic achievement. The keeping, breeding and successful showing of rabbits, chickens, goats and pigs is a task that needs commitment for 365 days a year. It is provided willingly and enthusiastically by members of the animal club. Older pupils train younger pupils in animal care. This experience is also making a major contribution to pupils' personal development.

22. The number, qualifications and experience of teaching staff are well matched to the curriculum in most areas, but currently there is no co-ordinator for special educational needs, the role being undertaken by a deputy head. There have been difficulties, now resolved, in recruiting sufficient well-qualified teachers in art and modern foreign languages, which have resulted in a fall in standards. Technician support, good in ICT, is inadequate in science and in design and technology where there is no support provided for food technology and virtually none for textiles. Specialist subject accommodation is generally adequate but with limited science laboratories and a food technology room in urgent need of refurbishment. The library is too small for the size of the school. The assembly hall is also too small for its use as a dining hall. Many of these deficiencies will be resolved by the imminent building programme. Learning resources are generally satisfactory although the book stock in the library is inadequate. The number of computers is very good in the school as a whole but availability, for example to science and special educational needs, is limited. Most of the accommodation and resourcing issues will be resolved by the planned building programme.

### **Care, guidance and support**

The school ensures the care, welfare and health and safety of its pupils **very well**. An excellent system of peer counselling is highly valued by pupils and staff. The school monitors, guides and supports pupils well as they move through the school and when making their choices about future careers. The student council provides a very effective voice for pupils.

### **Main strengths and weaknesses**

- The school provides very good care for the welfare and safety of pupils
- There is excellent peer counselling by pupils
- Induction and guidance of pupils are generally good although academic monitoring and support are not yet operating with full effectiveness and consistency across the school
- Good advice is given to help pupils to make choices about future careers and courses
- The school involves pupils very well, by seeking, valuing and acting upon their views, mainly through a very effective student council
- The organisation of support for pupils who are in the school's special educational needs unit is not sufficiently focused on raising achievement

### **Commentary**

23. Senior managers and heads of house have a very high level of commitment towards providing a caring school which recognises the rights and worth of all pupils. They are strongly and effectively supported in this by the staff. Ninety per cent of parents feel that the staff treat their child fairly. More than eighty per cent of pupils feel that they are trusted although a proportion report that, on occasion, some staff shout at them too much. Key staff have benefited from training, for example in child protection for learning support assistants and first aid for those in the school office. Staff are supported in exceptional fashion by very well trained and effective pupil counsellors. These counsellors provide highly-valued support for pupils in the school and some have qualified as trainers so that the benefits of the system can be shared with other schools.

24. The school has recognised that its procedures for monitoring and guiding the academic performance of pupils require improvement because they are not yet operating with full consistency across the subject departments, and has recently begun action to tackle this. Pupils with statements of special educational needs and disabilities are receiving the support specified in their statements. Learning support assistants are well qualified and experienced as a group, and offer very valuable support to pupils with special educational needs and disabilities in the main school. However, they are insufficiently involved in the work of the learning support centre and in monitoring the learning of pupils with special educational needs and disabilities as they move between the learning support centre and the main school. Other areas of monitoring, guiding and support are strong. For example, the school produces a helpful guide booklet for GCSE candidates to help them learn and revise effectively and so to achieve well. A major benefit of the school's very effective procedures for monitoring incidences of misbehaviour is that those pupils involved are given good guidance on improving this aspect of their personal development.

25. Very good links with feeder schools provide a secure basis for the good induction of pupils moving to the school. This is confirmed by 95 per cent of parents. The house tutor groups which include pupils from all years are liked by parents and pupils. They often provide an effective context in which older pupils help and advise younger ones. However, this is not always the case, as not all form tutors are equally proficient in ensuring this takes place. Good use is made of a range of external agencies, companies and institutions to provide helpful and objective advice to guide pupils in making choices about careers and courses when they leave the school. The Business Enterprise programme is a particular strength in this provision.

26. The very strong commitment to ensuring that pupils are able to express their views, and that these are listened to and valued, is demonstrated by the very effective student council. Meetings are regular and very well organised, with pupils taking the leading role. There are clear procedures for ensuring that all pupils are consulted on matters discussed at meetings. A separate Year 8 council ensures the voice of the younger pupils is not lost in the main council. The work of the student council is complemented well by the school taking other steps to consult pupils. For example, in a current canvassing of opinion on levels of behaviour and bullying and what could be done to improve these, the school has been as concerned to find out the opinions of pupils as of staff.

### **Partnership with parents, other schools and the community**

The school works zealously to maintain **good** links with parents and is alert to new initiatives to involve parents. The **very good** partnership with schools and colleges locally is well developed and used effectively. The partnership with the community is **excellent**, greatly valued and still expanding.

### **Main strengths and weaknesses**

- Parents are provided with good information about the school and their child's progress but are not always as responsive to initiatives as the school would wish
- The school is alert to seeking new ways in which to involve parents
- Well-developed and mutually supportive links with local schools and colleges are used effectively
- Excellent community links have been established to support the community and extend the learning opportunities of pupils

### **Commentary**

27. Parents are pleased with many aspects of the school. They are happy that their children like school, make good progress and are encouraged to work hard and do their best. Parents also feel comfortable about approaching the school if they have problems or concerns. Some parents were concerned about homework but the inspection found that homework provision is satisfactory. A very small number of parents were dissatisfied that their views and ideas are not sought by the school. The inspection did not support this view but found that the school worked persistently and imaginatively to involve parents fully and to canvass their views. Parents are supportive of functions and events involving their children but often reluctant to contribute their ideas or gain from the events and training initiatives that are run.



28. Parents are kept well informed about what is happening by the fortnightly Flegg Flyer. The prospectus, the governors' annual report to parents and the community newsletter also provide valuable information. Two interim reports provide parents with regular updates of progress through the year; they are concise and clear. Pupils' annual reports have improved since the last inspection and parents now feel they have a much clearer and more personal summary of their child's progress through the year. However, the comments made by teaching staff and advice on how pupils can improve further in their subjects are variable and sometimes too generalised to be helpful. Complaints are dealt with fully and efficiently when they are received from parents. The very good support that parents provide with a number of extra curricular activities, school events and stage productions is greatly valued by the school. The support offered to the parents and carers of pupils with statements of special educational needs is satisfactory. Few, however, involve themselves in the annual review meetings or in assessing the needs of their children and setting their individual education plan (IEP) targets.

29. Links with local primary schools, especially the two middle schools from which the majority of pupils come, are very well established and maintained. The partnership has been built strongly over a long period, is very efficient and supportive and is carefully managed. Parents were pleased with the induction arrangements and the way their children are helped to settle into their new school. The close co-operation between local secondary schools has made it possible for vocational course places at the local further education college to be available for lower-attaining pupils. These provide pupils with a range of more practically-based courses to supplement those available in school. Community links, sporting links, competitions and local initiatives also provide rich experiences for pupils from the school to meet and exchange ideas with pupils of other ages and from other areas. The school's successes in many fields, including agricultural shows in which the rural science unit is represented, Young Enterprise and an impressive range of sports fixtures, are a source of pride to the pupils and add greatly to their personal development.

30. The contribution of the community to pupils' achievement, together with the school's contribution to community education and provision, are excellent. An enormous range of opportunities has been accessed and used with great effect by the school. The *Star Walker* bibs made for primary pupils to wear on their way to school so that they can be seen and be safe, for example, has attracted national interest. Child Line's links with the peer counselling initiative in the school have continued and some counsellors are now sponsored as trainers to share their skills with other young people. The school premises are widely available to the community in term time and in the holidays for rugby gatherings, the annual international sports festival, a regular letting for a local church group on Sundays and a variety of other meetings. In what is a comparatively isolated community, the school goes to great lengths to determine what courses the local community would like. The Flegg Centre then provides, hosts or supports courses for and by local people, including pupils from the school. These include a weekly cinema club and opportunities for pupils and local people to gain cycling proficiency qualifications. Strong links have developed with local cadet forces for the sharing of facilities and expertise to the benefit of all concerned. The outreach of the Flegg Centre education programme is extending to offering courses to residents in local care homes. To this rich and diverse tapestry of community ventures are added very good and supportive links with the community police officers, local clergy and local agencies, in particular the sensory support services. Pupils enjoy an exceptional range of experiences that add greatly to their broader education and enhance their life skills and personal development.

## LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The headteacher provides very good leadership for the school and management is good. The school is well governed although governors have not ensured a daily act of worship.

### Main strengths and weaknesses

- The head teacher has a very clear vision for the development of the school
- Governors are well informed, supportive and committed to seeing the school improve
- Leadership of senior managers is very good and that of the larger number of department and subject leaders is satisfactory
- There is a very strong commitment to promoting the community dimension of the school
- The line management of departments is inconsistent and the management of subjects and the special needs provision is variable

### Commentary

31. The head teacher is a very effective leader who has a very clear vision, a sense of purpose and high aspirations for the school which is shared by governors and staff. She places great emphasis upon the development of the individual, the empowering and involvement of pupils in decision making at all levels and of a school drawing upon and serving the community in which it is located. Senior managers provide very good leadership in supporting and promoting these aims. The leadership of the larger number of leaders within subject areas is more variable but satisfactory overall. The head and her senior team provide very good role models, lead by example and are very visible around the school. The school is thorough and accurate in its regular self-evaluation. The outcomes are reflected in the appropriate objectives in the current development plan. The plan forms a useful development tool. Subject planning responds to and supports whole-school planning well.

32. The governors keep themselves well informed. They regularly visit the school to meet teachers and attend after-school functions and in-service training. Some governors observe classroom practice in their link role with a department. The governors' committees have clearly designated responsibilities. Additionally, an executive group facilitates joint decision making with the senior management team. Regular briefings by middle managers and members of the leadership team on the achievements of specific departments or on new policy developments help them to have a clear picture of the strengths and weaknesses of the school. Governors are involved well at a strategic level in the formation of policy and play a significant role in shaping the school development plan. They fulfil well their role as a critical friend to the school. The governing body has been actively involved in the bid for specialist status. They fulfil all their statutory duties with the exception of ensuring that there is a daily act of collective worship. The daily assemblies for sections of the school meet the requirement but the thought for the day, which relies on tutors' response, does not.

33. The head and a deputy monitor what is going on in the classroom through a programme of direct observation. Useful feedback is given to those who have been observed. A good system of departmental reviews, informed by these observations, leads to action points and subsequent monitoring. The capability of subject leaders to implement these actions and to undertake their own monitoring with rigour is varied. The support available from senior managers is limited by the number of personnel which forces decisions of priority. The outcome is that line-management of departments is variable. There are well-established arrangements for the collection and dissemination of performance data. Heads of subject are kept well supplied with this information but they do not all have the ability to fully understand what this is telling them and to respond to it by developing the work in their areas. Individual target-setting based on this information and supported by informative marking is satisfactory and developing.

34. The induction procedures for new and newly qualified teachers are very good. The school makes a very good contribution towards the initial training of teachers through the numbers involved and the supportive yet rigorous placements it provides. Good arrangements for performance management are operating but not yet uniformly across all staff. The outcomes of these and of the departmental reviews, together with the needs of the development plan, are met well by the good programme of continuing professional development. Recruitment and the deployment of staff are managed well. Attracting applicants is difficult but generally has not adversely affected the curriculum although it has had an adverse impact on the quality of teaching in some subjects. The creation of a post for business and community has been very effective. Long-term sickness in the special needs department is a barrier to improvement there. A small school means a small staff and limited flexibility. The special educational needs co-ordinator role is currently being fulfilled by a deputy head teacher and the learning support centre is being operated by the head of learning support, together with a learning support assistant. Together they are making satisfactory provision for pupils with special educational needs and pupils in the centre. However, the necessary back-up of record-keeping, writing of IEPs, target-setting and the rigorous monitoring of each pupil's progress is suffering and this situation is currently unsatisfactory.

35. Financial management is good. The budget is tight and savings are having to be planned before the rise in numbers and income that moving to a Year 7 intake will bring. The school is very effective in seeking and obtaining grant support for many initiatives. Resources are clearly directed to support planned development. The school implements the principles of best value well.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	2,368,878
Total expenditure	2,365,684
Expenditure per pupil	3,267

Balances (£)	
Balance from previous year	170,215
Balance carried forward to the next	173,409

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

### SUBJECTS AND COURSES IN KEY STAGES 3 and 4

#### ENGLISH AND MODERN FOREIGN LANGUAGES

##### English

Provision in English is **satisfactory**.

	Year 9	Year 11
Standards	above average	average
Achievement	good	satisfactory
Teaching and Learning	good	satisfactory

Leadership	satisfactory
Management	satisfactory
Progress since the last inspection	satisfactory

##### Main strengths and weaknesses

- Well-qualified teachers with very good subject knowledge provide a broad range of experience
- Very good teaching uses a wide range of activities to involve and engage all - however these approaches are not consistent across all lessons
- Insufficient attention to the explicit development of literacy skills affects the achievement of middle and lower-attaining pupils
- Limited use is made of the analysis of examination results and pupils' prior learning to fine tune planning and teaching
- Regular, detailed marking includes some helpful comments about how to improve but some phrasing is too imprecise to give greatest assistance to lower and middle-attaining pupils

##### Commentary

###### Examination results

36. Test results in Year 9 in 2003 were well above the national average and that of similar schools. This is an improvement from recent results which have been broadly average. Last year, boys did better in relation to national results than girls, but over time this is not the case.

37. GCSE language results in 2003 were average though lower than the previous year. Boys and girls performed equally well. Pupils made significantly less progress, in comparison with national norms, than in the other subjects they took. Literature results improved and were in line with those nationally.

###### Standards and Achievement

38. Standards of work seen in Year 9 were above average and in Year 11 in line with those nationally. Higher-attaining pupils in all year groups write confidently, choosing effective vocabulary and displaying a strong sense of audience. They read expressively and respond well to a broad range of challenging texts which include multicultural literature and provide opportunities to reflect on social and ethical issues. Personal writing is lively and engaging. Many middle and lower-attaining pupils experience difficulties with written expression and in responding to nuances of language, though where strategies for improving literacy have been explicitly taught these pupils make good progress. Pupils use ICT confidently to improve presentation and support research.

## **Teaching and Learning**

39. Good relationships and effective management mean that in all classrooms there is a productive working atmosphere. Teachers' good subject knowledge enables them to ask probing questions which stretch the understanding and secure the involvement of the most able. In the best lessons, precise outcomes for what pupils will achieve lead to well-planned activities that build pupils' confidence and enable all to learn well. Where these outcomes are expressed in terms of what activities will take place in the lesson, teaching is less focused and this impacts particularly on the achievement of lower-attaining pupils. In the best lessons effective use is made of group and paired work to prepare for written tasks. In most cases work is well matched to pupils' abilities. Sometimes insufficient discussion before writing means that pupils are unclear about tasks and this impacts on their achievement. Pupils' work is marked conscientiously with guidance for improvement, though comments do not always give clear enough advice about how writing could be improved.

## **Leadership and Management**

40. There is a good atmosphere in the department with considerable autonomy for staff. This freedom to follow enthusiasms adds to pupils' motivation and enjoyment but hinders the collaboration needed to spread and embed the existing good practice. For example, though work has been mapped against the national literacy framework, there is little guidance about effective teaching strategies. This leads to inconsistency which impacts on the achievement of middle and lower-attaining pupils. Similarly the department analyses data, but the outcomes of this do not lead to activities which collectively address areas of underachievement.

## **Drama**

41. Small numbers of pupils follow drama as a GCSE option. Good planning leads to teaching which builds pupils' confidence, improves their speaking and listening skills, encourages collaboration and develops their performance skills. In the sampled lessons in Years 9, 10 and 11, pupils' enjoyment of the subject was evident and teaching was good, although pupils could have been more involved in the assessment of their own and others' work.

## **Language and literacy across the curriculum**

42. The standards of pupils' language and literacy skills are average. The contribution to the development of these skills by other subjects, is satisfactory. In most subjects there is an appropriate emphasis on the use and understanding of subject-specific vocabulary, but fewer teachers take opportunities for discussion prior to writing, modelling of complex sentences or correction of grammar and punctuation. Some subjects make a good contribution by explicit teaching of reading techniques such as skimming and scanning. Staff training has taken place but has not yet led to common approaches to building pupils' literacy.

## Modern Foreign Languages

All pupils take French in Years 8 and 9 and additionally about a third, the higher-attaining pupils, study German. About four-fifths of all pupils study a modern foreign language to GCSE, which is nearly double the national figure. No pupils study two languages in Year 10 and only a small number have chosen to do so in Year 11. During the inspection French was the main focus, but two lessons of German were also observed.

Provision in modern foreign languages is **satisfactory**.

	Year 9	Year 11
Standards	below average	below average
Achievement	satisfactory	satisfactory
Teaching and Learning	satisfactory	satisfactory

Leadership	satisfactory
Management	satisfactory
Progress since the last inspection	unsatisfactory

### Main strengths and weaknesses

- A high proportion of pupils study a language to examination level, although this, therefore, reduces the overall proportion who gain the higher grades
- Pupils with special educational needs and higher-attaining pupils achieve well
- A drop in standards since the previous inspection, as a result of staffing difficulties, has now been resolved
- Much teaching is good but is too variable so that some classes do not experience a sufficiently wide variety of structured learning opportunities
- Departmental documentation provides a very sound basis for the future development of effective teamwork

### Commentary

#### Examination results

43. The results of teacher assessments in Year 9, in 2003, were below those reported nationally. In 2003, the proportion of pupils gaining grades A\* to C in French were significantly below average. This proportion is bound to be lower due to the much higher entry. The average point score per candidate was only slightly below average. The much higher than average entry means that the point score per Year 11 pupil was significantly higher than the national figure. Girls outperformed boys; their results being broadly average despite the greater entry. The number of pupils taking German was too small for meaningful national comparison but all candidates gained a grade C pass or above.

#### Standards and achievement

44. In their recorded work, higher-attaining pupils in Year 9 produced letters and descriptive accounts using past and future tenses and wrote using complex sentences. However, in other pupils' books there was little evidence of independent writing and use of more than the present tense was limited. The written work of lower-attaining pupils was a sound consolidation of class oral work. The work of many average-attaining pupils was poorly presented and contained several gaps or incomplete tasks. Pupils' listening skills are well developed in classes where the teachers speak predominantly in the foreign language. While some pupils speak with good accents, their spoken language is generally hesitant and the pronunciation of many is very anglicised. Overall, pupils make satisfactory progress from their variable standards on entry and their achievement is sound.

45. By Year 11, higher-attaining pupils are producing written and oral work which meets the requirements of the higher grades at GCSE. They use a range of tenses confidently, express their opinions and give reasons using more complex sentences. The majority have very well developed listening skills and their pronunciation is very good. Some very low-attaining pupils speak and write well in relation to their ability and have made good progress. However, the standards of many average pupils fall short of expected standards. Nevertheless, pupils' achievement is satisfactory.

### Teaching and learning

46. The teachers have good linguistic skills and are good models for pupils' oral work. Relationships between pupils and with the teacher are generally good and result in effective pair-work between boys and girls in many lessons. However, the teaching is too variable and results in uneven provision across the department. In more than half the lessons, teaching was brisk, purposeful and well structured. Clear statements of the lesson aims and stimulating opening activities got lessons off to a good start. Good question and answer sessions, and clear presentation and practice of structures helped develop all four language skills. Learning was supported well by the effective use of computers. Interesting activities offered a variety of learning opportunities. Plenary sessions were used well to summarise what had been learned. In a minority of lessons, aims were not presented clearly, there were few opportunities for independent learning or working in pairs and many of the activities were entirely led by the teacher. These lessons did not end in a clear summary of what had been covered.

### Leadership and management

47. The day-to-day running of the department is organised well. Departmental documentation and schemes of work are comprehensive and up-to-date. The extra-curricular clubs and clinics and the visits to France increase motivation and raise standards. The specialist language classrooms with their high quality displays are a very fertile environment for effective learning. The quality of teaching is the same as reported at the time of the last inspection. This masks the staffing problems there have been which have led to the current lower standards.

### English as an additional Language

48. This is not an issue in this school where the number of such pupils is extremely small and none is at an early stage of learning English.

## MATHEMATICS

Provision in mathematics is **very good**.

	Year 9	Year 11
Standards	well above average	well above average
Achievement	very good	very good
Teaching and learning	very good	very good

Leadership	satisfactory
Management	satisfactory
Progress since last inspection	good

### Main strengths and weaknesses

- Pupils are achieving very well because of very good teaching
- Pupils have positive attitudes and work hard in response to the teachers' high expectations, encouragement and support
- Careful preparation for examinations enables pupils of both higher and lower ability to gain particularly good results

- Leadership and management are maintaining the strengths but not sufficiently enriching or developing provision in the subject

## **Commentary**

### **Examination results**

49. Results in the Year 9 tests, in 2003, were well above the national average and the average of similar schools. They maintained the strong upward trend in results. GCSE results in 2003 were well above the national average. The proportion of higher grades A\* to B was nearly twice the national average and the proportion of lower grades roughly half the national average. Results have improved over the last three years.

### **Standards and achievement**

50. Pupils achieve well in all areas of mathematics, with major strengths in number and algebra. In both written and oral work pupils recall facts and apply skills confidently. Quick-fire questioning at the start of lessons sharpens pupils' mental mathematics. Good investigational skills were seen in well-presented coursework in mathematics and also statistics. Teaching in all sets ensures pupils of different abilities do well, with no evidence of differences in the achievement of boys and girls. A good number of keen pupils attend after-school 'booster classes' which help them to perform well in examinations. In response to the supportive teaching, pupils behave very well, concentrate and work hard.

### **Teaching and learning**

51. The experience and expertise of the teachers are significant strengths that ensure rigour in the teaching and thorough preparation of pupils for examinations. Teaching is characterised by high expectations, a brisk pace and good use of time, together with much encouragement for individual pupils. Other strengths are the interactive teaching, such as lively starters that involve every pupil writing on their own whiteboard, and planned discussions between pupils that help them to understand ideas. In a well-prepared group practical task, for example, pupils learnt to appreciate the difference between theoretical and experimental probability. The routine setting of homework successfully reinforces learning from lessons. Regular testing and self-assessments are good features, helping to track pupils' progress and keep a check on teaching. However, the marking of work is not consistently good enough, as it rarely shows pupils clearly what they have achieved or how to improve. As recognised, the department has yet to exploit the potential of ICT as a tool to enrich teaching and learning, and this is not built into planning. Although oral work is good, literacy is not consistently developed, sometimes with little attention to key words.

### **Leadership and management**

52. Leadership importantly focuses on the raising of standards, and recent results indicate improved provision since the last inspection. The development and management of schemes of work, testing and self-assessment for pupils have been generally successful. However, leadership is not yet enriching provision, for example by promoting the use of ICT in teaching, competitions or numeracy across the curriculum. Monitoring and evaluating the work of the department are weak and development is narrow, as reflected in the department handbook.

### **Mathematics across the curriculum**

53. Pupils have very good mathematical skills, which they can apply and consolidate in other subjects, although this is not consistent. For example in geography, pupils interpreted weather statistics from graphs and charts. In history, pupils explored the impact of food shortages from graphs, and teaching reinforced this by demonstration with real food. In physical education, pupils have to measure distances in athletics and estimate in outdoor adventurous activity. Whilst pupils have sufficient calculation and graphical skills for the needs of the subjects, this is not clearly planned for in science or in design and technology. Appropriately, cross-curricular numeracy is a current priority for development in the mathematics department.



## SCIENCE

Provision for science is **satisfactory**.

	Year 9	Year 11
Standards	above average	above average
Achievement	good	good
Teaching and Learning	good	good

Leadership	satisfactory
Management	satisfactory
Progress since last inspection	satisfactory

### Main strengths and weaknesses

- Pupils' positive attitudes to science helps them achieve well
- Teachers use their good subject knowledge to plan interesting lessons which enable pupils of all abilities to make good progress
- Relationships are supportive and encouraging, so that pupils of all abilities feel able to respond to challenging ideas
- Too little technical support limits the development of practical skills
- Limited resources, especially in ICT, affects the range of activities that teachers can use with their classes

### Commentary

#### Examination Results

54. Results of the Year 9 tests, in 2003, were above average nationally but below average for similar schools. Boys outperformed girls in 2003 but on average, over three years, there is little difference in their performance. Results are rising in line with the national trend. GCSE results in the 2003 examinations were above the national average, with boys and girls achieving equally. Results have fluctuated over the last three years as the numbers taking single, double and rural science have varied.

#### Standards and Achievement

55. The setting arrangements enable all abilities, including pupils with special educational needs, to achieve well. In Year 9, higher-attaining pupils have a very good level of technical vocabulary and use it well. They show interest in science and are able to concentrate well and apply their knowledge. Lower-attaining pupils remember facts and, with support, can use them to explain simple observations. In Year 11, higher-attaining pupils worked well together. They plot and interpret graphs, explaining proportional relationships well. Lower-attaining pupils know facts well and use appropriate technical vocabulary. They struggle more with written explanations. Pupils of all abilities are interested in science. Practical skills in coursework showed that pupils were underachieving, particularly in the areas of planning and evaluating their experimental work. This reflects the limited amount of practical work that pupils are able to do because of too little technical support and equipment.

#### Teaching and learning

56. Teachers have good subject knowledge and use it to plan well-paced, enjoyable lessons. They work hard to accommodate the lack of resources to give pupils interesting and challenging experiences of science. Pupils respond well and show they are keen to learn, particularly higher-attaining pupils. They are very business-like in lessons and use equipment responsibly. Pupils with particular learning needs are placed in appropriate sets and are supported well by the learning assistants so that they can make good progress. Pupils from the learning support centre work

alongside other pupils and are very well catered for. Teachers assess learning as lessons proceed through searching question and answer techniques. When lessons are less than good, the lack of clearly focused learning objectives slows the pace and pupils can become bored. In some lessons tasks are not always matched to individual needs and this can affect the effectiveness of learning. Marking is not currently consistent and data is largely used to track pupils rather than plan for individual need or curriculum development.

### Leadership and management

57. The recently appointed team has worked well to identify and raise the issues facing the department. They are aware of what needs to be done and have started to monitor the work of the department in order to raise achievement further. The day-to-day running of the department is going smoothly. However, limited technical support and equipment is affecting the development of practical skills and pupils are underachieving in their GCSE coursework. There is little use of ICT at present, although opportunities have been identified within the scheme of work. The opportunities for examinations are good, including the opportunity to study rural science which pupils clearly enjoy. Standards remain above average, teaching and learning have improved and pupils' attitudes are now positive, showing that progress has been satisfactory.

### INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

	Year 9	Year 11
Standards	above average	above average
Achievement	good	good
Teaching and Learning	good	good

Leadership	good
Management	good
Progress since the last inspection	good

### Main strengths and weaknesses

- Secure subject knowledge of the staff is helping pupils' understanding
- Pupil-teacher relationships are good and enhance the learning experience
- Assessment is not yet used as a tool to raise standards
- The use of modern technology in the teaching raises achievement by making lessons interesting and exciting for the pupils

### Commentary

#### Examination results

58. The results of teacher assessments in Year 9, in 2003, were above those reported nationally. Information and communication technology was not examined at GCSE in 2002 or in 2003.

#### Standards and achievement

59. By the end of Year 9, pupils are able to provide critical analyses of commercially produced web pages and produce pages of their own to given specifications. Achievement in lessons is good with pupils extending the tasks provided by the national strategy. For example, in one lesson some pupils were creating pages for the school web site rather than for a simulation. In Year 10 some pupils are studying the subject in its own right and the rest of the year group receive ICT as part of the vocational course of business and communication studies. Standards seen in Year 10 are above national expectations. In Year 11 there is no discrete ICT being taught but pupils' competence is above average.

60. By the end of Year 10 pupils use a range of ICT applications confidently, applying them with understanding in projects which include data handling, hyperlinks and formulas for mathematical calculations with spreadsheets. Pupils do not always use the spell checker before printing their work.

### Teaching and learning

61. Good planning enables good learning opportunities. Teachers make use of ideas from the national strategy to improve pupils' interest and to develop a sharper focus for learning. The use of assessment to inform pupils of their progress is good but the overall analysis of pupils' strengths and weaknesses is under-developed. Pupils do not always know what they need to do to improve. Because relationships between teachers and pupils are good, minor acts of indiscipline are tackled without interruption to the lesson.

62. The teachers and support staff are highly secure in their subject. This means that the pupils are taught the correct processes and technical language. In one Year 10 lesson pupils had to compare two different software packages. The pupils asked probing questions of the staff who responded by involving them in a highly technical debate. This was good as it raised achievement and increased pupil understanding. The use of computer-controlled whiteboards in lessons impacts very well on pupils' learning because basic skills are taught quickly and efficiently. Pupils become excited with what they can do on the computers and by what they are challenged to do.

### Leadership and management

63. The focus of the department is on raising standards. Examination syllabuses have been reviewed in order to provide the pupils with the best possible opportunity. This has increased pupils' enthusiasm and raised achievement. The teachers and technical support staff in the department act as a committed, mutually supportive and cohesive team. As a result, good practice is shared. The number of computers available and their use by pupils and teachers has increased significantly since the last inspection.

### Information and communication technology across the curriculum

64. Although not all subjects have fully implemented the use of ICT to promote learning there are examples of good practice. For example, good use was seen in physical education when pupils' practical work was videoed for assessment. Pupils then discussed techniques on how to improve their work. Good use was also seen in geography and modern foreign languages where computers are a regular part of the lessons. Many subjects encourage research on the Internet. A religious education project requiring pupils to gather information for a fictional pilgrimage was particularly interesting. Some subject areas are not yet adopting the use of ICT sufficiently. For instance, in science plans to incorporate data logging have not yet come to fruition and in mathematics it is underused. Overall the provision is satisfactory.

## HUMANITIES

### Geography

Provision in geography is **good**.

	Year 9	Year 11
Standards	above average	above average
Achievement	good	good
Teaching and learning	good	good

Leadership	very good
Management	good
Progress since last inspection	very good

## **Main strengths and weaknesses**

- Teaching is well matched to pupils' needs and so promotes good achievement, although a few pupils, who are not closely monitored, achieve less well
- The subject provides good opportunities for pupils to improve their skills in literacy and numeracy
- The subject has been very well led towards very good improvement
- Fieldwork is now good in most years

## **Commentary**

### **Examination results**

65. The results of teacher assessments, at the end of Year 9 in 2003, were above those reported nationally. GCSE results were above average in 2003. Girls performed better than boys. A much greater proportion of pupils takes the subject than in most schools.

### **Standards and achievement**

66. Pupils enter Year 8 with average standards. By the end of Year 9, standards have improved so that they are a little above average and pupils are achieving well. Pupils show their good standards when, for example, writing about the causes and effects of earthquakes. Most have a good knowledge of the causes, are able to use their skills to interpret the Richter scale and understand the effects on people who live in a place, such as Kobe, that has suffered a major earthquake. In Year 11, most pupils are able to use what they have learned to present an argument. They demonstrate good knowledge of appropriate terms and understanding of the relevant geographical themes when suggesting the most effective ways of providing aid to less-developed countries. There is sometimes variation between boys and girls in the effectiveness with which they carry out some tasks. For example, boys are often more confident and capable in discussions, while girls generally produce coursework that is better researched and presented. However, there is no overall significant difference in their achievement.

### **Teaching and learning**

67. Teachers use the system of teaching in ability grouping well by supporting their well-planned work with resources which are closely matched to pupils' different needs and levels of attainment. Consequently, lower-attaining pupils, including those with special needs, usually cope well with productive tasks and higher-attaining pupils have good opportunities for independent thought and activity. Teachers succeed in ensuring that assessment is an integral part of learning, providing firm guidance on how to carry out tasks well. This is strongly reinforced by marking that ensures that pupils know how well they are doing and what they need to do to improve. Teachers help pupils to improve their literacy skills by, for example, ensuring that key terms are known and used, and their numeracy skills by encouraging them to refer frequently to statistics. Occasionally the management of pupils is less strong than normal, so that not all benefit fully from the good opportunities provided. This happens, for example, when teachers accept called-out answers to questions, so that pupils have little time for reflection and, in some cases, boys dominate. Although the monitoring of pupils as they work is usually good, teachers do not always ensure that the few less well-motivated individuals make an appropriate effort, or that those sitting singly are fully involved in small group discussions.

### **Leadership and management**

68. Leadership has been very effective in promoting the subject within the school and in securing improvement in all of the areas identified by the last inspection. Standards and achievement are now better in all years. The department has effectively improved its curriculum to provide a wide range of opportunities for pupils and meet the aim of improving GCSE results. Marking and provision for the higher and lower-attaining pupils, which were unsatisfactory, are now good. Fieldwork is also much better in most years, although the need remains for further improvement in Year 9.

## **History**

Provision in history is **satisfactory**.

	Year 9	Year 11
Standards	average	average
Achievement	satisfactory	satisfactory
Teaching and learning	satisfactory	satisfactory

Leadership	satisfactory
Management	satisfactory
Progress since last inspection	satisfactory

### **Main strengths and weaknesses**

- In the best lessons, pupils achieve well because of effective, well-planned activities
- In some lessons, learning is too slow for pupils to achieve well and teaching does not ensure effort
- The achievement of some pupils is lessened because their work is not always monitored to ensure it is finished
- Opportunities for using and improving literacy are good, but the planning of those for numeracy is not systematic enough

### **Commentary**

#### **Examination results**

69. The results of teacher assessments, at the end of Year 9 in 2003, were well above those reported nationally. The evidence from the work of current pupils is that this was an overestimation. GCSE results were average in 2003. Although pupils made less progress in history, in comparison with national norms, than in the other subjects they took, the proportion of grades A\* to C was higher than in the previous year. Significantly more pupils take GCSE history than in most schools.

#### **Standards and achievement**

70. In the current Year 9, most pupils have expected levels of knowledge and understanding of the periods and events that they study and the impact of significant people upon these. For example, most are able to contrast the attitudes of the leaders of Britain, the USA and France towards Germany at the end of the First World War. Most are able to analyse sources appropriately, for example identifying the intended messages in cartoons depicting the Kaiser. In Year 11, pupils are generally able to explain why significant events that they have studied occurred, and understand the relationships between different factors, such as the rise in population, the growth of cities and the Industrial Revolution. In all years, but particularly in Years 8 and 9, the standards of some pupils are reduced because work has not been finished. Pupils make steady progress from their standards of attainment when they start in Year 8.

#### **Teaching and learning**

71. Although the overall quality of teaching and learning is satisfactory, the best lessons are good or better. In these lessons, work gets briskly under way, with tasks that succeed well in interesting pupils. Good relationships, often based on humour, reinforce achievement, and praise for pupils' effort is effectively used to further encourage this. Questions are used well to help pupils to improve their understanding and to give higher-attaining pupils good opportunities for independent thinking. In lessons that are satisfactory, but with room for improvement, learning is sometimes slow to get under-way and too long is spent on introductory activities, so that there is insufficient time for the main ones to be fully effective. Teaching is not always assertive enough to maintain proper levels of attention and effort from all pupils. Teachers usually provide good opportunities for pupils to improve and use their literacy skills through, for example, effective writing tasks. There are individual examples of good numeracy work, for example when a Year 9 class used statistics for the growth of

crops in Britain between 1935 and 1945 to draw conclusions about the impact of food shortages due to the war. However, such opportunities are not always included in the long-term planning of work. Marking is satisfactory overall but the achievement of some pupils has been affected because teachers have not sufficiently monitored their work to ensure that it is always finished.

### Leadership and management

72. The leadership and management of history have been affected by illness of key staff. This difficult situation has been satisfactorily managed although there remains a need for the school to ensure that, as far as possible, teaching and the marking of work in the groups most affected is closely monitored. The main departmental outcomes are, as at the last inspection, satisfactory, although there has been good improvement in the previously unsatisfactory use of ICT.

### Religious education

Provision in religious education is **satisfactory**.

	Year 9	Year 11
Standards	average	average
Achievement	satisfactory	satisfactory
Teaching and learning	satisfactory	satisfactory

Leadership	satisfactory
Management	satisfactory
Progress since the last inspection	satisfactory

### Main strengths and weaknesses

- Teachers' expertise gives pupils a sympathetic understanding of people's religious beliefs
- Probing questions challenge pupils to expand their understanding
- There is insufficient variety of teaching strategies to engage all pupils
- Pupils are not always aware of how well they are doing

### Commentary

#### Examination results

73. The results of teacher assessment at the end of Year 9 in 2003 were broadly as expected by the Agreed Syllabus. The subject was not examined at GCSE level in 2003.

#### Standards and achievement

74. In the light of their prior attainment, pupils show satisfactory levels of achievement by the end of Year 9. As well as gaining a deeper knowledge of Christianity, they learn about the Sikh and Muslim faiths. Higher-attaining pupils make good progress as can be seen in their diaries which show that they appreciate what it feels like to be a Muslim making the pilgrimage to Mecca. Pupils in Years 10 and 11 debate social issues, such as capital punishment, well. In discussion, they showed a good understanding of the importance of families as a means of teaching values, morals and boundaries for behaviour, and appreciated the family as a vehicle for bonding with others and as a restorative power. Year 11 pupils showed a good understanding of international dilemmas as they intelligently argued the various issues arising from the United Nations Rights of the Child. A group of lower-attaining pupils showed considerable knowledge of social problems as they discussed the difficulties, for both parents and children, which arise from the breakdown of a marriage.

## Teaching and learning

75. Pupils clearly enjoy their lessons and behave. The teachers' deep knowledge and understanding of other faiths enable pupils in Years 8 and 9 to understand the religious symbols and artefacts employed. Challenging questions, with time for reflection, help higher-attaining pupils to explore the beliefs and values underpinning them. However, in some classes where there are numbers of lower-attaining pupils with learning or behavioural difficulties, there are insufficient support staff, or teachers have insufficient strategies, to help pupils to remain on task and not waste time. The imaginative Global Citizenship Project linking the school with Nepal and Katmandu increases pupils' sensitivity and cultural awareness. Homework tasks make satisfactory use of information and communication technology as a research tool. Marking is clear and focused but many pupils are still unaware of how they are doing in the subject. Pupils in Years 10 and 11 listen to each other's points of view and can explain their views on issues with which they can identify. However, the lack of accreditation discourages some pupils from engaging with the subject too deeply.

## Leadership and management

76. Despite not having a full-time commitment, the head of department provides satisfactory leadership to a strong team of teachers. Pupils follow the Norfolk Agreed Syllabus. There has been a satisfactory improvement since the last inspection as the profile of the subject and the teaching time in Years 8 and 9 have been raised and strong links established with the humanities and citizenship areas of the curriculum. Programmes of visits and outside speakers provide a good contribution to the social, moral, cultural and spiritual development of the pupils. Staffing and resources are adequate but the lack of an established base undermines attempts at raising the profile of religious education and inhibits the greater use of artefacts and materials with which to engage the pupils.

## TECHNOLOGY

### Design and technology

Provision for design and technology is **satisfactory**.

	Year 9	Year 11
Standards	average	average
Achievement	satisfactory	good
Teaching and learning	satisfactory	satisfactory

Leadership	satisfactory
Management	satisfactory
Progress since the last inspection	satisfactory

### Main strengths and weaknesses

- Teaching staff are committed, well qualified, and hard working
- There is insufficient challenge in some aspects of the work in Years 8 and 9 for higher-attaining pupils, which leads to some underachievement
- Many pupils in Year 11 produce examination course-work which is of high quality
- Insufficient emphasis is given to some aspects of the programme of study for the subject, leading to a lack of progress for pupils
- The department is generally well resourced, but there are deficiencies in food technology, particularly the condition of the room

## **Commentary**

### **Examination results**

77. Results of teacher assessments, at the end of Year 9 in 2003, were above those reported nationally. In 2003, GCSE results were very close to the national average. There was no significant difference between the achievement of boys and girls as each was close to their respective national average. Results have declined in the last three years.

### **Standards and achievement**

78. In Years 8 and 9 achievement is satisfactory for the majority of pupils, but higher-attaining pupils are not challenged sufficiently by the nature of the work set. Achievement is satisfactory overall, but is better in some groups in Years 10 and 11. Examples of good achievement occur in coursework in Year 11 in all material areas where many pupils have clearly worked hard to produce work of a good standard. Pupils with special educational needs achieve as well as their classmates.

### **Teaching and learning**

79. Teaching and learning are satisfactory overall, with some good teaching in all years. Where teaching is good, staff use a range of different styles and take steps to ensure that pupils understand the subject matter by effective use of questions. Good teaching was seen in a Year 11 textiles lesson where a range of imaginative teaching techniques was used to ensure effective revision. At times the pace of teaching is slow. On occasion, teachers tend to dominate the lesson and do not give sufficient time for pupils to respond. Teaching is generally better in textiles because a greater range of teaching and learning methods is used, and the work is more closely matched to the needs of pupils. The teaching assistant attached to the department provides excellent support, mainly to pupils who have special educational needs, but also to other pupils.

### **Leadership and management**

80. Since the last inspection, the department has had two changes of department leadership and several other staff changes. Standards in Year 9 have been maintained under these conditions, but teaching and learning does not now reflect the high standards shown at the last inspection. Teachers are well qualified and work well together as a team. The department handbook contains relevant information but the scheme of work needs updating because, currently, there is insufficient emphasis given to the use of open-ended design and make assignments and the evaluation of existing products. There is insufficient use of information and communication technology in Years 8 and 9 and no use of computer control. Computer-aided designing and making is used effectively in textiles but not used enough in resistant materials and graphics. There is insufficient technician support for food and textiles. Extra-curricular provision is very good. The single 50 minute lessons in Years 8 and 9 inhibit the type of work which can be done in food technology and do not allow pupils to learn from the work of their peers, or to develop effective evaluation skills. Resources are good overall, but the food room is shabby and in need of refurbishment.

## **VISUAL AND PERFORMING ARTS**

A media studies lesson was observed. In this lesson, although standards of work were below average, pupils' achievement within the lesson was good as they learnt well due to the teacher's very good subject knowledge and the wide range of teaching strategies used.



## Art

Provision in art is **satisfactory**.

	Year 9	Year 11
Standards	below average	below average
Achievement	satisfactory	satisfactory
Teaching and learning	satisfactory	satisfactory

Leadership	satisfactory
Management	unsatisfactory
Progress since the last inspection	unsatisfactory

### Main strengths and weaknesses

- There are signs of improvement in standards in Years 8, 9, and 10
- Assessment is not sufficiently thorough - to track progress, inform teachers' planning, or help pupils understand how they can improve
- Standards are lower than they ought to be in Year 11
- Teachers' command of the subject, and their demonstrations of techniques and skills, consolidates pupils' understanding well
- Pupils have positive attitudes, are enthusiastic and keen to improve
- Independent learning skills are weak and have not been progressively developed

### Commentary

#### Examination results

81. Teacher assessments, at the end of Year 9 in 2003, show overall standards that were below those reported nationally for the subject. GCSE results were significantly below average and pupils made significantly less progress in art, in comparison to national norms, than in the other subjects they took. Girls performed better than boys. Their results were in line with the national average for girls whereas boys' results were below the national average for boys.

#### Standards and achievement

82. Attainment currently remains below expectation for Years 9 and 11. However, there are signs that standards are improving. In the lessons seen, pupils achieved satisfactorily from their different starting points and in some classes they achieved well. The full impact of this improvement was most noticeable in Years 8 to 10. Pupils were positive, had good attitudes to work and wanted to do well. They gave thoughtful explanations, for example, of how they had improved and refined their original sculptural pieces - of eyes. This work, for exhibition in a local hospital, was carefully and imaginatively constructed. It showed a good understanding of surface texture and decoration used in ways that sight-impaired patients could enjoy. In another class, the teacher's use of African masks generated a lot of interest as pupils pondered their magical and cultural significance and planned their own work. Sketchbooks showed evidence of erratic progress: some poorly presented and unfinished work contrasted sharply with thoughtful note-taking and investigation. In the past, homework has not been set regularly. There are moves to change this in an attempt to establish better work habits and preparation for examination classes. In Year 11, significant numbers of pupils are not achieving their potential as a result of the earlier weaker teaching they have had. Basic skills of drawing, critical and analytical research and independent learning skills, are underdeveloped. As a result, pupils rely heavily on teachers to tell them what to do next or on secondary sources. Many have insufficient work to reflect the time spent preparing for the examination.

## Teaching and learning

83. Teaching and learning are sound overall and some effective teaching leads to good learning. Teachers have a very good command of the subject and high expectations of behaviour. They are in a good position to address past weaknesses and to ensure the curriculum is planned to ensure all pupils progress and achieve their potential. Demonstrations of skills and techniques and skilful questioning consolidate and extend learning. Where teachers talk for too long pupils lose concentration and little learning takes place. In all years pupils have insufficient involvement in, and information about, assessment and what they can do to improve, and teachers make insufficient use of their assessments to track pupils' progress and to inform their lesson plans.

## Leadership and management

84. The department is soundly led. The new team is strongly committed to improvement and tackling long-standing weaknesses. Management is unsatisfactory currently because, although there are plans for change and some early signs of improvement, some key components are not fully in place. A notable weakness is in monitoring, the analysis of achievement and development of teaching and learning, in order to establish what is working and what has to improve. To date this has not been rigorous enough. Since the last inspection standards have fallen and progress is unsatisfactory.

## Music

Provision in music is **good**.

	Year 9	Year 11
Standards	above average	above average
Achievement	good	good
Teaching and learning	good	good

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

## Main strengths and weaknesses

- Work is planned very well so time is used effectively
- Pupils achieve well because of the quality of the teaching
- Very good assessment and self-evaluation allows pupils to know how well they are doing
- Younger pupils have fewer opportunities to develop and use computer skills

## Commentary

### Examination results

85. The results of teacher assessments, at the end of Year 9 in 2003, were above those reported nationally. The number of pupils taking GCSE examinations was too small for meaningful national comparisons. Eighty-five per cent of the group gained grades A\* to C, similar to the previous year.

### Standards and achievement

86. Pupils develop their musical knowledge from average standards on entry in Year 8 and achieve well. In discussion, Year 9 pupils showed that they understood the structure of music created using a ground bass, and they worked successfully in pairs to compose and play a piece of developing complexity using this form. Lower-attaining pupils find some difficulty in playing their compositions together in strict time, but higher-attaining pupils confidently play pieces, showing considerable musical sensitivity and artistic maturity, not only in time but with appropriate dynamics. All show a good ability to evaluate the music they hear. Pupils in Years 10 and 11 continue to achieve well. They

have a good knowledge of musical form, listen well and rehearse and record their own compositions or performance pieces. They understand their own learning styles and use a range of revision techniques when preparing for their final GCSE examinations. Pupils with special educational needs achieve well.

### Teaching and learning

87. Teaching is good in all years. A well-planned course, with carefully timed activities, ensures that pupils work at a challenging pace and not a moment is wasted as pupils move between activities, increasing their knowledge. Well-defined lesson objectives, with targets and criteria for success, mean that pupils evaluate their own and each other's work sympathetically yet critically, and know what they need to do to improve. For example, pupils in Year 8, working in pairs composing and playing an Indian raga on keyboards or piano, listened to each other's work and suggested ways of improving it, before rehearsing it again then recording the final performance. They could clearly appreciate the improvements. Their attitudes to music are good.

88. This capacity for self-criticism and independent learning is continued in Years 10 and 11 as pupils revise for their GCSE examination using study techniques based upon their own personal learning styles which they each know and can articulate. GCSE pupils make good use of software programmes to assist in composition but opportunities for younger pupils to develop and use computer skills are still limited. Imaginative strategies have been used to encourage boys to study music at GCSE and these have been successful as a record number of boys have opted for music in Year 10. Pupils have very positive attitudes to music, and music makes a very good contribution to their social, moral, spiritual and cultural education.

### Leadership and management

89. Leadership of music has a clear vision of the subject being accessible to all and the management of the subject has put this into practice. The department works closely with a team of seven peripatetic teachers who provide instrumental teaching to growing numbers of pupils. The very good assessment and reporting procedures inform pupils and parents very well of how pupils are doing. The imaginative use of time enables increasing numbers of pupils to participate in a wide range of extra-curricular activities including African drumming classes and Salsa bands. Since the last inspection, standards have risen and the extra-curricular musical opportunities for pupils have significantly increased.

### Physical education

Provision in physical education is **good**.

	Year 9	Years 11
Standards	average	above average
Achievement	good	good
Teaching and learning	good	good

Leadership	good
Management	good
Progress since the last inspection.	good

### Main strengths and weaknesses

- The extensive extra-curricular programme is having a positive effect on pupils' sporting development
- The good subject knowledge of the staff team is helping to raise standards
- Planned work does not contain enough materials specifically to help lower-attaining pupils improve their performance

- Further monitoring and evaluation of performance data is necessary in order to plan a strategy to focus on boys' achievement

## **Commentary**

### **Examination results**

90. Teacher assessments of standards for Year 9, in 2003, were above those reported nationally. The number taking GCSE examinations in 2003 was too small to compare nationally. However, eleven of the twelve candidates achieved grade C or above.

### **Standards and achievement**

91. In Year 8, boys' performance is better than girls in most activities. Higher-attaining boys and girls perform similarly in outdoor and adventurous activities, but girls are better than boys in gymnastics. By Year 9, girls' performance is better than boys. Pupils work well in teams and independently. Although test results in Year 9 last year were above the national average standards currently are average because work is not modified to meet the needs of all lower-attaining pupils. Nevertheless, pupils achieve well overall when compared with their standards on entry. In Year 11, pupils demonstrate good awareness of space and movement, support, communication and ball handling in rugby and netball. In GCSE lessons pupils are able to study independently and speak confidently when making presentations to the class.

### **Teaching and learning**

92. Teachers have good knowledge of their subject. They have high expectations of their pupils and use a range of stimulating resources to enable pupils to improve practical skills. Teaching is at its best in classes with higher and middle-attaining pupils because they are able to benefit from the challenges of open-ended problem solving presented in the lessons. This teaching method is less effective with lower-attaining pupils who would benefit from a more structured style. Lessons are planned so pupils are aware of what the teacher expects them to learn and how they will do it, and end with a review of learning. In GCSE classes teachers use a variety of styles in order for pupils to become effective learners. They learn best when they work on their own and review their learning with a partner. Pupils have learnt to use the overhead projector, flip charts and how to speak clearly about their work to the whole class. Teachers mark books but comments about the work are rare. As a result, pupils are not always clear about how to improve written work.

### **Leadership and management**

93. Standards have risen since the previous inspection because the staff team is focused on a vision for achievement. There are good systems in place for monitoring and evaluating the quality of lessons and staff are involved in training to improve classroom practice. As a result of the quality of teaching across the department, and the now stable staffing situation, there has been good improvement since the previous inspection. The department has appropriate schemes of work and the extensive extra-curricular programme offers pupils opportunities to improve their skills. However, planning does not identify a sufficient variety of methods for the teaching of lower-attaining pupils so as to improve their standards. Success at sport is celebrated in imaginative ways, for example through the interactive assembly demonstrating gymnastic achievement. Assessment of pupils' work has improved through the use of digital recordings of performance. Greater use of performance data will enable the department to plan a strategy to improve boys' achievement in Year 9. The department development plan is linked to improving performance and senior leaders effectively monitor progress of the plan.

## BUSINESS AND OTHER VOCATIONAL COURSES

### Business and communication studies

Provision in business and communication studies is **good**.

	Year 11
Standards	above average
Achievement	good
Teaching and Learning	good

Leadership	good
Management	good
Progress since the last inspection	good

### Main strengths and weaknesses

- Leadership has a clear vision for developing the subject
- Pupils are managed very well, and have a positive attitude to the subject
- The Young Enterprise project is preparing pupils well for the world of work
- The curriculum is good, focusing well on pupils' capabilities and needs
- Assessment is not yet used as a means for raising standards

### Commentary

#### Examination results

94. In the 2003, GCSE examinations results were in line with the national averages. This represents a substantial improvement in performance.

#### Standards and achievement

95. Pupils are working above the level of national expectations, have a positive attitude to the subject and achieve well. Pupils with special educational needs achieve at least as well as their peers. Pupils apply a range of ICT packages confidently, using them with understanding in projects which include data handling, PowerPoint presentations and spreadsheets. Pupils have formed their own company as a part of the Young Enterprise scheme. They fulfil their company responsibilities with rigour and enthusiasm.

#### Teaching and learning

96. Teaching is stimulating, classroom management is very effective and pupils are repeatedly praised for their contributions and, as a consequence, they learn well in lessons. Teachers use digital projectors and interactive whiteboards well. This results in interesting lessons and improved learning. Teachers and support staff have good subject knowledge and high expectations that result in pupils making good gains in understanding. Pupils are very positive about their course. Pupil work is assessed thoroughly with positive and relevant feedback, although this is not always specific about how they can improve.

97. As part of the Young Enterprise project the pupils have participated in team-building exercises. They talk of these experiences with pride and satisfaction. These have been good learning activities and have taught them the importance of communication. Pupils' understanding of the potential use of ICT beyond the school is good, particularly when applied to a business setting.

## **Leadership and management**

98. Leadership and management provide a clear vision for developing the course and making significant improvements to the overall provision of the subject. Schemes of work have been thoroughly constructed, teaching is carefully planned and monitored and a collaborative and effective team spirit has been engendered. As a result, pupils are well served with consistent, appropriate and enthusiastically delivered lessons.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Citizenship**

Provision in citizenship is **unsatisfactory**.

### **Main strengths and weaknesses**

- The strong community school ethos with its emphasis on pupil involvement contributes much to pupils' active involvement in citizenship
- Specific teaching and the cross-curricular delivery are inconsistent and not sufficiently monitored
- Little recording of work or its assessment is currently taking place

### **Commentary**

99. The introduction of citizenship as a National Curriculum subject has been well planned and there is a clear vision for the development of the subject. A detailed audit of the elements of citizenship in the curriculum was carried out, which has enabled the school to identify where subjects could teach aspects of citizenship.

100. Pupils have very good opportunities to experience elements of citizenship in some assemblies, on theme days, during work experience and in school elections. Pupils who are peer counsellors or mentors and pupils who participate in the student council have an outstanding engagement in citizenship. In this area the school has won national recognition. The student council plays a significant role in further developing pupils' awareness of aspects of citizenship.

101. Citizenship is specifically taught weekly in tutor groups. During the inspection there were some well-led discussions on citizenship in these groups, but in most sessions these mixed-age pupil groups were given worksheets to complete with little teacher involvement. Citizenship features in the schemes of work of most departments. During the inspection there were explicit examples of citizenship observed in history and religious education. Opportunities for citizenship in the other subjects were not taken or not made explicit. There are posters in classrooms and in corridors which remind teachers and pupils of the subject.

102. Although there is some monitoring of the delivery of citizenship, it is not comprehensive and the school cannot be sure that all pupils receive their full entitlement. Tutors write reports relating to pupils' involvement in citizenship. Pupils are encouraged to keep records of what they have done in citizenship, but this is not carried out systematically and there is little comprehensive evidence of the standards which pupils have demonstrated. There has been insufficient staff development to help teachers identify opportunities for citizenship in lessons and in tutor groups. The resources for use in tutor groups have yet to be systematically evaluated in the light of tutors' experience of using them with mixed-age groups. There are plans for pupils to self-assess their attainment and progress in citizenship, but the tool for this assessment is still at a development stage.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	3
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	1
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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