

# INSPECTION REPORT

## **FOXHILLS SCHOOL TECHNOLOGY COLLEGE**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 118089

Headteacher: Mr. S.D. Gallaher

Lead inspector: Mr. R.B. Higgs

Dates of inspection: 26<sup>th</sup> – 30<sup>th</sup> January 2004

Inspection number: 258632

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
School category:	Community
Age range of students:	11 to 16 years
Gender of students:	Mixed
Number on roll:	935
School address:	Foxhills Road Scunthorpe
Postcode:	DN15 8LJ
Telephone number:	01724 860458
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Pattison
Date of previous inspection:	12 <sup>th</sup> to 16 <sup>th</sup> January 1998

## **CHARACTERISTICS OF THE SCHOOL**

Foxhills School Technology College has been a specialist technology college for five years. It is a medium size mixed comprehensive school and has grown since its last inspection. Its character has changed due to the influence of technology college status. It has radically reshaped the curriculum, placing much more emphasis on design and technology, information and communication technology, mathematics and science. A considerable number of vocational subjects are on offer. Foxhills is situated close to the centre of Scunthorpe that has characteristics similar to those of an inner-city area. Consequently, many students experience above average social and economic disadvantage. Their attainment on entry is below average and the proportion having special educational needs is above average. Almost all students are from white UK heritage backgrounds and use English as their first language though a small but growing number are from minority ethnic groups. The school benefits from being a member of an Excellence Cluster.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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27893	Ms. M. Sewell	Team inspector	English
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22083	Mrs. K. Hinton	Team inspector	Science
32333	Mr. R. Lilley	Team inspector	Information and communication technology
18955	Mrs. C. Earlam	Team inspector	Art and design
8751	Mr. J. Chidgey	Team inspector	Design and technology Manufacturing
1609	Mr. T. Hemsley	Team inspector	Geography
8009	Mr. J. Forsythe	Team inspector	Music Citizenship
32087	Mr. J. Mitcheson	Team inspector	Physical education
16890	Mrs. M. Potter	Team inspector	Religious education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Foxhills School provides a **sound and improving standard of education**. Standards are rising. Achievement is satisfactory overall but students achieve well in gaining five A\*-C grades in GCSE and GNVQ examinations by Year 11. There is a clear commitment to overcome the challenges students face in the area the school serves. It provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- The achievement of students gaining five A\*-C grades is good;
- The curriculum provided for Years 10 and 11 is very good;
- The leadership and management of the head teacher and key staff are good;
- There is a clear vision for improvement based on technology college status;
- The innovative approach to reforming the workforce is bringing important improvements;
- There are very good links with other schools and colleges;
- Students underachieve in science (double award), modern foreign languages, and art and design;
- Too many lessons are unsatisfactory or only satisfactory and, in these, students do not achieve as much as they are capable of doing;
- Attendance is poor despite the considerable efforts of the school to improve it.

The school has **improved satisfactorily** since the last inspection. Standards have risen in the percentage gaining five A\*-C grades by Year 11 though overall standards have been slower to improve. New strengths in design and technology and information and communication technology (ICT) are evident. With few exceptions, previous weaknesses have been overcome. Achievement in art and design is still a cause for concern. Despite strenuous efforts, attendance remains poor. A daily act of collective worship is still not provided.

### STANDARDS ACHIEVED

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

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

Achievement overall is **satisfactory** in comparison with similar schools. Standards in tests at Year 9 in 2003 were **below average**. Results in mathematics and science increased from 2002 but fell in English. Standards in examinations at Year 11 were **below average**. Results at five A\*-C grades rose for the third year running to 43 per cent, representing good achievement in this respect, whereas results at five A\*-G and one A\*-G grades dropped. Success in vocational courses made a strong contribution to standards at five A\*-C grades. Work seen suggests that the school is on course to higher results in 2004 across the board.

Achievement is **satisfactory** by Year 9. Achievement in English is now good, and is satisfactory in mathematics and science. It is good in most other subjects though unsatisfactory in modern foreign languages and art and design. By Year 11, achievement is **satisfactory** apart from in science (double award), modern foreign languages and art and design in which students underachieve. Achievement is good in design and technology, ICT, history and religious education. Students make good progress in vocational courses and are reaching higher standards than predicted. Students

with special educational needs achieve well. There is no significant difference in the achievement of boys and girls. Students from minority ethnic backgrounds do as well as others.

Attitudes are **good** and behaviour is **satisfactory** overall. In a minority of lessons, some unruliness and inattentiveness occur but most students are well behaved. Exclusions are falling rapidly. There have been no permanent exclusions and a reduction by over a third in fixed-term exclusions in the past year. This improvement is directly related to the re-organisation of the pastoral system into 'student services'. Attendance is **poor**, and remains stubbornly just below 90 per cent despite the school's strenuous efforts. Punctuality is **satisfactory**. Students' personal qualities and spiritual, moral, social and cultural development are **good**.

## QUALITY OF EDUCATION

The quality of education is **satisfactory** with a number of good features. Teaching and learning are **satisfactory** throughout the school, with examples of good teaching in all subjects and for all groups of students. Lessons are generally well planned with activities designed to interest and encourage all students to learn. There is however too much unsatisfactory and satisfactory teaching, partly due to inconsistencies of provision in most subjects and partly as a result of problems in recruiting staff. These inconsistencies in teaching are most apparent in science, mathematics, art and design, modern foreign languages and ICT.

The curriculum is **very good** in Years 10 and 11 with growing strengths in vocational subjects. It is **good** for Years 7 to 9 with good support to help pupils settle in. Care, support and guidance are **good and improving** due to the re-organisation of pastoral care into 'student services'. Partnerships with parents are **satisfactory**. Links with other schools and colleges are **very good**.

## LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the head teacher and senior staff are **good**. The head teacher provides clear direction for the school as shown by innovative changes to the leadership structure, to workforce reform and to curriculum development. The governing body knows the school well and takes an active role in shaping improvements.

## PARENTS' AND PUPILS VIEWS OF THE SCHOOL

A **very high proportion** of parents are **satisfied** with the quality of provision that the school makes and with its leadership and management. Students also **strongly approve** of what the school offers and of how teachers and other staff support them.

## IMPROVEMENTS NEEDED

**The most important things the school should do to improve are:**

- Remove the causes of underachievement in science, modern foreign languages and art and design;
- Improve teaching that is unsatisfactory or only satisfactory by sharing and developing good practice, particularly in the skills of effective behaviour management, pace and challenge in lessons, assessment for learning and subject knowledge so that a consistent high quality is secured in all subjects;
- Continue to rigorously implement strategies to reduce absence and minimise its impact on learning.

And, to meet statutory requirements:

- Provide a daily act of collective worship.





## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in subjects and courses

Standards are **below average** but rising and are close to the national average now. Students enter the school with attainment that is below average. Their achievement is **satisfactory overall** and at five A\*-C by Year 11 is **good**.

#### Main strengths and weaknesses

- Results at five A\*-C in GCSE and GNVQ examinations show good improvement.
- Students with special educational needs achieve well.
- There has been very good improvement in design and technology and standards are now above average.
- Students show good skills in ICT when they are given the opportunity to use them across the curriculum.
- There is underachievement in science, in particular GCSE double award.
- Achievement is unsatisfactory in modern foreign languages and art and design.

#### Commentary

1. Standards in national tests at the end of Year 9 in 2003 were below the national average. The school's results in mathematics and science were higher than the previous year, but in English they were lower. The trend in the school's average points score for the core subjects of English, mathematics and science was below the national trend. The school had set high targets and these were not reached.
2. The school continues to set high targets. Work seen currently in Year 9 shows that standards are moving closer to the national average, especially in English. Attainment on entry is below average, so achievement is satisfactory in mathematics and science and good in English. In some other subjects, students are already reaching average standards by Year 9 and have made good progress since starting at the school. Standards in modern foreign languages and art and design are below average and achievement in these subjects is unsatisfactory. In music, achievement is now improving for Years 7 and 8, which promises well for the future. Across the curriculum, achievement by Year 9 is satisfactory.
3. Standards by the end of Year 11, in examinations taken in 2003, were below average. However, 43 per cent of students gained five A\*-C grades, which shows a good rate of improvement over the last three years. It also represents good achievement for these students, based on their prior attainment. Results in design and technology were particularly successful, as a high proportion of students took subjects within this curriculum area, and overall they gained A\*-C grades above the national average.
4. There was a decline in the proportion gaining five A\*-G grades. This was due to some underachievement amongst middle and lower ability students in core subjects, and in leisure and tourism. The trend in the school's average total GCSE-GNVQ point score was below the national trend. However, the average total point score based on students' best eight subjects was in line with similar schools, representing satisfactory achievement overall.

5. The school has set high targets for 2004. These may not be reached, as standards observed during the inspection are still below, but are moving close to, the national average. Achievement at five A\*-C grades in GCSE and GNVQ examinations in 2004 should be at least as good as last year (based on prior attainment); at five A\*-G it should be better. Achievement overall is satisfactory, partly because students are achieving higher than predicted in vocational courses. However, there continues to be underachievement in science, in particular in GCSE double award. In modern foreign languages and art and design, progress is slower than expected, owing to low standards at the end of Year 9.
6. Attainment as a whole is improving due to the new management structures within subjects, which give a sharper focus to teaching and learning, and to the systems of tracking pupils' progress and providing additional support where necessary. Achievement is better in some subjects than others because of variation in the quality of teaching. Achievement for middle and lower attaining pupils is improving because of the new vocational courses that are well suited to their needs.
7. The progress of the great majority of students with special educational needs is good, especially in English and mathematics. Almost all achieve well compared to their prior attainment, underlying ability and similar pupils in other schools. They achieve well because the school strives to understand their needs thoroughly before providing appropriate support. Higher performing students achieve in line with their prior attainment. There is no significant difference in the achievement of boys and girls, and pupils from minority ethnic groups achieve as well as other pupils in the school.
8. The school works hard to improve students' skills in literacy, and by Year 9, and also by Year 11, their skills enable them to take a full part in the school curriculum. The same is true of their skills in numeracy. However, students' skills in ICT are generally of a higher order and are good in relation to what is required in the curriculum.
9. Since the previous inspection, there has been good improvement in the school's percentage of five A\*-C grades at the end of Year 11. Standards in design and technology and also ICT have risen enormously. Further improvement is needed in the core subjects, especially science. Standards in art are improving, but are still too low.

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

Standards in:	School results	National results
English	30.8 (32.1)	33.4 (33.3)
mathematics	33.8 (32.6)	35.4 (34.7)
science	31.8 (31.4)	33.6 (33.3)

*There were 188 students in the year group. Figures in brackets are for the previous year.*

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	43 (35)	52 (50)
Percentage of students gaining 5 or more A*-G grades	76 (86)	91 (91)
Percentage of students gaining 1 or more A*-G grades	95 (97)	96 (96)
Average point score per student (best eight subjects)	29.2 (28.4)	34.7 (34.8)

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

## Students' attitudes, values and other personal qualities

Students' attitudes are **good** and their behaviour is **satisfactory** overall. Although most students behave well, a small minority do not. The incidence of fixed-term exclusions remains high. Personal development is also **good**. However, attendance is **poor** despite the school's hard work to improve it.

### Main strengths and weaknesses

- Systems for promoting good attendance and following up absence are good and attendance has recently improved slightly, although it is well below the national average.
- Most, but not all, students behave well in lessons and around school; relationships are good.
- Personal development is actively promoted and students respond well.
- The incidence of fixed-term exclusions is high despite recent significant reductions.

### Commentary

10. The school recognises the importance of regular attendance and has well-established procedures to monitor individual rates. Staff conscientiously establish valid reasons for absence and analyse the reasons given to target improvements. Parents and students are given clear guidance on what is expected. Students appreciate the special events that are provided for those who demonstrate good attendance alongside good behaviour and positive attitudes to work. The firm stand that the school takes in excluding students who display serious acts of anti-social behaviour, in and out of school, contributes to the low attendance rate. Although exclusions are higher in the last school year than at the time of the last inspection, they are reducing term on term and the attendance rate is showing a slight improvement. There have been no permanent exclusions for ten months and fixed-term exclusions are now a third lower than in the table below. This is due to the determined efforts of the new 'student services' team.
11. The behaviour of most students is good. They are friendly and helpful towards visitors and move around the school with self-control and consideration for others. Students respect the opportunities given to them to use some rooms at break and lunchtime by working or chatting quietly with friends. In lessons, many students demonstrate a mature approach to working in groups. They respect their teachers and use equipment with care. Whilst staff generally encourage constructive relationships and manage challenging behaviour well, a small minority of students do not pay sufficient attention or show respect towards their teachers. Students report that, although there are a few incidents of bullying, they do not feel that this is a problem as most students behave well towards one another and staff deal decisively with those who do not.
12. Students' spiritual, moral, social and cultural development is well promoted in assemblies, in lessons, and through extra-curricular activities. Staff encourage students to work as members of teams, to understand and respect the feelings, values and beliefs of others and to understand right from wrong. In personal development lessons, students respond positively. Students enjoy talking about their own views on moral and religious questions and respect each other's views. Opportunities are provided for students to explore cultural differences and traditions and to discuss controversial issues arising from events past and present. The school does not provide daily collective worship for all students and is therefore in breach of statutory requirements. However, the overall quality of what is provided in assemblies and across various subjects means that students' spiritual development is well supported.
13. Students with special educational needs also make good progress in their personal development because the school's assessment, teaching and curricular approaches are well matched to their unique individual needs.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	8.0	School data	2.2
National data	7.2	National data	1.1

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

## Exclusions

### Ethnic background of students

### Exclusions in the last school year

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	918	200	6
White – any other White background	4	0	0
Mixed – any other mixed background	1	4	2
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The curriculum is good overall with that provided for Years 10 and 11 very good. The care and guidance of students are good and links with other schools and colleges are very good. Teaching overall is satisfactory as are links with parents.

### Teaching and learning

The quality of teaching and learning is **satisfactory**. There is a good assessment system in place. Most students know their targets but there are some inconsistencies in marking and the use of assessment information.

### Main strengths and weaknesses

- Teachers encourage and involve students in their learning.
- Most teachers plan lessons effectively.
- Relationships are generally good and contribute positively to learning.
- There is too much teaching that is unsatisfactory or only satisfactory.
- In several subjects, the subject knowledge of some teachers is insecure.
- The management of pupil behaviour is a weakness in some lessons.
- In some subjects assessment is effective, but in others, teachers' practice is inconsistent.

## Commentary

14. The quality of teaching is satisfactory across the school. Although almost one fifth is very good or excellent, and a sizeable proportion is good, there is too much that is unsatisfactory or only satisfactory. There is good teaching in every subject but even in subjects such as English, geography and history, where some very good teaching occurs, there are inconsistencies that affect the quality of learning. These disparities are most apparent in science, mathematics, modern foreign languages, art and design and ICT.
15. Most teachers have secure subject knowledge and convey their enthusiasm to their students. However, a small minority, who are unqualified or non-specialist, has more limited knowledge of the subject they are teaching. This is evident in modern foreign languages, art and design and ICT. Whilst subject leaders provide good support to secure satisfactory teaching quality, sometimes lessons are unsatisfactory as the results of monitoring and intervention are not fully effective. Inexperienced and established teachers also deliver lessons that occasionally are less than satisfactory. These weaknesses partly reflect difficulties the school has had in recruiting appropriately qualified and experienced teachers in recent years.
16. Most lessons are well planned and prepared. In the majority, objectives for learning are clearly identified and appropriate activities chosen so that all students can make progress. These lessons are well organised into distinct but well-connected parts. This is a particular feature of good lessons in English and design and technology and promotes good achievement. In contrast, the narrow subject knowledge of unqualified or non-specialist staff, for example in art and design, sometimes impairs the clarity of learning objectives and so planned activities lack sufficient focus.
17. Teaching is effectively matched to the requirements of students with special educational needs; this helps them achieve well and sustains their interest and enthusiasm for learning throughout the school. Teachers help students achieve as well as they can by making good use of individual assessments to target potential underachievement by students with special educational needs as well as the more able and talented. Teaching assistants are well deployed and provide a practical bridge between students' individual needs and lesson activities.
18. A good feature of teaching is the emphasis placed on providing activities that are interesting and motivating. Many teachers use a variety of ways to praise and encourage students who are reluctant or diffident about learning. Consequently, relationships are good overall and contribute positively to learning. This is a particular feature of teaching in physical education, geography and history. In many subjects, teachers make effective use of ICT to promote good learning. Its use as a teaching tool promotes good teaching in mathematics and science but its absence contributes to more mundane teaching in other lessons in these subjects.
19. In lessons that are unsatisfactory and in those that are otherwise satisfactory, there are weaknesses that limit learning. Most of the unsatisfactory lessons occur in lower ability classes and in science or art and design. In these, teachers do not expect enough of all students so that learning is too slow. In some cases, teachers do not effectively deal with students who are being inattentive or disruptive. These characteristics, though less marked, are also present in lessons judged overall to be satisfactory.
20. Homework is set according to school guidelines and used satisfactorily though some shortages of books in English affect the quality of homework. Assessments of work are based on a policy that is common to all subjects. Teacher assessments are secure though in geography they are too generous for Years 7 to 9. In English and history, assessments are used well to guide students to improve. In mathematics, science, French and religious education there is some inconsistency in marking and the use of assessment information, so that all students do not know the level at which they are working and what they need to do next to do better.

21. The quality of teaching has improved since the last inspection; a higher proportion is very good or better and lesson objectives are much clearer overall. With the considerable strengthening of ICT and of vocational courses, opportunities for independent learning are much improved. Students have responded well to these opportunities to work by themselves at their own pace.

**Summary of teaching observed during the inspection in 145 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (1%)	24 (17%)	58 (40%)	51 (35%)	8 (6%)	2 (1%)	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.*

**The curriculum**

Curriculum provision is **good overall** and very good for Year 10 and 11 students. Curriculum enrichment is **good**. The quantity and quality of the accommodation and resources are **satisfactory**.

**Main strengths and weaknesses**

- The design and development of the curriculum for Years 10 and 11 promote high achievement.
- The curriculum is inclusive and caters well for students' different aptitudes and interests.
- Imaginative arrangements for some students in Years 7 to 9 have been successfully implemented.
- A good range and selection of activities enrich the curriculum.
- Collective worship is not fully in place.
- There are some shortfalls in resources.

**Commentary**

22. Curriculum provision is very good for students in Years 10 and 11. The various pathways, which make up the curriculum, cater very well for their different aptitudes and interests and are leading to good achievement for many. The different pathways consist of a mixture of more traditional General Certificate of Secondary Education (GCSE) courses, combined with either a General National Vocational Qualification (GNVQ) course, or a new double award GCSE applied course. The choice from the variety of routes is very popular with the middle attaining groups of students as each of the GNVQ courses is equal to four GCSEs at the higher grades and is demonstrated to be a key component in raising standards in the school. A traditional GCSE pathway remains for more able students and one pathway is dedicated to students who would be better suited to taking a GNVQ course with fewer expectations and demands. The pathways model is evolving quickly and well as the school keeps new developments under close review and is prepared to make changes to improve its relevance and success.
23. A good curriculum is provided for Years 7, 8 and 9. In Year 7, the same team of teachers teaches several subjects across all groups of students. This ensures they know the students well and that the transition phase runs smoothly and promotes good learning. For some Year 9 students, an innovative project-based learning initiative has been successfully introduced for students who find it difficult to engage with the normal subject route. These students, temporarily disapplied from the National Curriculum, stay together for all their lessons, learning about a topic such as the 'pyramids' from the viewpoint of different subjects. This style of learning is modelled on that adopted in vocational courses that students can then pick up when they choose their examination courses.
24. Effective specialist teaching approaches in Years 7, 8 and 9 and an appropriate range of learning pathways in Years 10 and 11 ensure the curriculum provision for students with special

educational needs and disabilities is good. Individual learning targets and information gained from a wide range of assessment approaches are used effectively to help teachers judge whether students are making sufficient progress. Additional support arrangements are well organised and teaching assistants are deployed well in line with the requirements of students' statements of special educational needs.

25. Obtaining the specialist technology status has not only provided the opportunity to develop an innovative curriculum for older students but has also fostered strong community links with local primary and secondary schools, further and higher education and local businesses. For example, the ICT team is currently developing ICT courses for employees of local businesses. More able students can attend master classes in technology subjects, including mathematics and science, with students from the region's secondary schools, and teachers in the specialist subjects teach alongside their colleagues in the primary schools.
26. The school offers a good selection of lunchtime and extra-curricular clubs, and a creative enrichment programme in physical education and the arts, especially music and dance. International links with China are developing well.
27. Technology college status has provided additional funding to refurbish the accommodation and improve resources particularly in ICT and in design and technology, although ICT provision is poor in music, and provision for computer-aided manufacture needs extending in design and technology. Despite significant investment, the science department is short of a laboratory and some basic equipment. There is also insufficient time for technicians in the science and technology areas to service the subjects efficiently. The shortage of texts in English and French is affecting the quality of students' homework and class work respectively. Provision for collective worship does not meet statutory requirements. Apart from this, the improvement in the curriculum since the last inspection has been good.

### Care, guidance and support

Provision for the care, welfare and safety of students is **good**. The support, advice and guidance provided for students are **good** overall. The degree of involvement of students in the life of the school is **good**.

### Main strengths and weaknesses

- Very good arrangements are established to help students move from primary school to secondary school and between stages within secondary school.
- The school has built a knowledgeable and conscientious pastoral team to develop student support services.
- Several innovative programmes are provided for specific groups of students who need particular support.
- A good system of assessment helps senior managers and teachers track students' progress and provide support when necessary.

### Commentary

28. The school is highly conscious of its duty of care towards students and has developed good procedures to ensure students' welfare, health and safety. The work of the student services team is central to the pastoral system and enables good quality, wide-ranging support to be devised to meet individual needs whilst maximising learning time. Managers oversee the system effectively and are knowledgeable and conscientious in promoting high standards amongst staff and students. Although students do not have a form tutor that they meet daily as a first point of contact for guidance and support, the system works well. This is because academic tutors and lead teachers within year groups take responsibility for monitoring and promoting personal and academic progress.



29. A good, comprehensive and well-managed system of target setting and monitoring of progress exists. Consequently, most students are aware of their targets in most subjects and courses. Procedures are well understood and being used effectively on the whole to intervene to provide extra support for students. This is being particularly effective in providing additional help for students in Year 11 for revision purposes. The school is imaginative and outward looking in its pastoral work and has established a wide range of support staff and partnerships with outside agencies to work with identified individuals and groups of students. Some examples of this support are innovative, such as the provision of a course in 'anger management' for specific groups of students.
30. Arrangements to ensure a smooth transition from primary to secondary school are very good. Liaison with primary schools is extensive and pupils are given many opportunities to get to know the school and staff. Staff share a wide range of information that helps them identify and support students' academic and personal needs. The environment and organisation of the school day for students in Year 7 reflect some of the key features of primary school and this helps students to build good relationships with staff and each other. Staff are conscientious in establishing appropriate procedures to meet identified needs, either within school groupings or from outside agencies. Students' response to what is provided during their early months in the school is carefully monitored. Staff work very hard to ensure that this information is used to put additional support in place when necessary. Arrangements for the transfer of students between key stages within secondary school are given a high priority and are linked to the promotion of positive attitudes to learning and school life through the introduction of graduation awards for successful students in Year 9. Students are listened to and their views taken into account. Students view a new system of year group councils and a school council positively.
31. Arrangements for careers education and guidance are satisfactory. A new co-ordinator has been in post for almost a year and, following a review, plans are now in place to further refine schemes of work and provide training for teachers. The school recognises that stronger procedures are needed to co-ordinate the teaching of careers and to monitor its quality. However, there is a well-organised programme of work experience for Year 10 students. Support from the Connexions Service is being re-established after a period of staffing difficulty and is just satisfactory at present.
32. Improvement since the last inspection in the care, support and guidance of students is good. This is due to the innovative re-organisation of the pastoral care system and the introduction of a whole-school system for assessment and monitoring of progress.

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

The school's links with parents are **satisfactory overall**, with some good features. Partnerships with the community are **good**. Partnerships with other schools and colleges are **very good**.

### **Main strengths and weaknesses**

- The school has developed an impressive range of links with other educational establishments, especially for pupils transferring from primary schools.
- The school has effective partnerships with a wide range of organisations in its community.
- The lack of support from a minority of parents reduces students' progress.
- The family drop-in centre is helping to improve links with parents.

## Commentary

33. Partnerships are well established with other organisations that make a significant contribution to raising achievement, for instance through shared expertise to deliver the curriculum and participation in the Excellence Cluster. The school benefits from sponsorship by industry. It contributes significantly to the education offered to students elsewhere by sharing knowledge, staff and resources. An imaginative range of links with support agencies has been developed. The schools makes good use of facilities locally to enable students to follow specialist courses geared to their individual needs. Members of the local community regularly use the school's sports hall, and ICT courses for adult learners are run in conjunction with a local college. The school supports students training to become teachers in conjunction with their training provider.
34. The school recognises the importance of partnerships with partner schools and colleges to enable students to settle quickly and ensure continued progress when they transfer between establishments. The school engages in joint projects and events with partner schools and community organisations that add to students' experiences and broaden their horizons. The school provides a base for a family drop-in centre, giving advice to parents and their pre-teenage children, that is helping to improve links with parents. Staff are keen to further develop partnerships with similar groups and agencies to provide services on site for parents and families in the neighbourhood.
35. Parents are generally supportive of the school's work and appreciate the opportunities for them to be actively involved in school life. The school welcomes parents to a good range of events, and turnout is usually very high. In particular, new developments in school for particular groups of pupils have led to information sessions and special ceremonies that their parents have supported enthusiastically. However, there are a significant minority who have not forged an active partnership. Many of these respond positively when contacted directly by staff but the school's work in the best interests of students is made harder by the efforts required, especially in linking productively with the small minority of parents who actively resist the school's approaches. In particular, too many parents do not place sufficient importance on ensuring that their children attend school regularly and punctually and this is a significant factor in the achievement and personal development of those students.
36. The school has improved reports to parents on students' progress since the last inspection and extended its links with a wider range of organisations, partly due to specialist technology status.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is **good**. There is good leadership by the head teacher in effecting change. Financial management is satisfactory. The statutory requirement for collective worship is not met.

### Main strengths and weaknesses

- The head teacher and key staff provide good leadership and management.
- There is a strong, shared vision for the school and a commitment to raising standards.
- The school has an inclusive ethos.
- Innovative management structures have been put in place, which are beginning to make an impact.
- Recruitment and retention of staff pose difficulties for the school.
- Links between financial and development planning are not precise enough.

## Commentary

37. Foxhills School Technology College has an effective governing body that knows the school well and provides clear strategic direction in partnership with the head teacher. Governors are well aware of the strengths and weaknesses of the school and have good communication with the senior management team and subject leaders. There is a well-organised committee structure. Governors are knowledgeable about the local community and are committed to raising achievement for all and to preparing students well for work and for further education. They are also committed to maintaining good discipline. They are aware that this creates a tension between fixed-term exclusions and the inclusive ethos evident during the inspection.
38. The head teacher provides good leadership. He has a strong vision for the school and a willingness to tackle problems with innovative solutions. Because of this, the school recognised the importance of the vocational element of the 14-19 curriculum at an early stage. New ways of organising the administration of the school were planned before the recent national initiative of reforming the workforce. This has enabled teachers to devote their energies to teaching and learning.
39. The recent restructuring of the leadership team has led to more effective leadership and management throughout the school, including within departments. New teams have been created which are starting to work together well. However, these systems are still evolving and the impact has not yet come through, for example on improving the consistency of teaching, raising the level of students' achievement further, and improving attendance. Several whole-school initiatives such as literacy and numeracy across the curriculum need more rigorous checking.
40. Since the last inspection, the major catalyst for change has been the school's success in gaining technology college status and taking full advantage of this to raise achievement. This has transformed students' attainment in design and technology and their skills in ICT. The technology college plan is backed up well by further plans and partnership, for example with the Excellence Cluster. The school carries out careful self-review and its analysis of available data is extremely thorough. There is a regular programme of monitoring through lesson observations. This has already recognised some of the less satisfactory aspects of teaching that have been identified during this inspection, and action is already being taken to improve these. The school improvement plan has correctly identified whole-school priorities that are the focus of staff development, for example teaching and learning styles and behaviour management. As yet, there is no process in place to judge the impact of such training. However, the school's policy for performance management is very thorough, with good lines of communication between assistant head teachers and subject leaders. The senior management team provides good role models.
41. It has proved difficult to recruit teachers and this remains a problem. There is also a difficulty with retention, as staff often move away to larger centres. Nevertheless, newly qualified and newly appointed teachers feel well supported and induction procedures are good. To maintain the staffing establishment, six unqualified staff are currently employed either as general cover or as instructors.
42. The governing body and senior management team have fostered a culture of self-review which influences the school's positive inclusive approach, for example towards students with special educational needs and other vulnerable groups at risk of underachievement and social exclusion.
43. Financial planning is satisfactory overall. The deficit carried forward from 2002-3 has been securely managed so that the current budget stays within projected costs. Good financial controls are now in place. Best value principles are applied well to financial tendering, comparing performance and considering alternatives to existing practice. The school recognises that it needs to link more effectively financial and development planning.

44. Leadership and management have improved since the last inspection and standards have risen due to decisions and actions taken. Recent changes have been effected in order to raise standards further. The school meets statutory requirements, except that a daily act of collective worship is not provided for all pupils.

### Financial information

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

Income and expenditure (£)	
Total income	3,043,964
Total expenditure	3,144,169
Expenditure per student	3,272

Balances (£)	
Balance from previous year	30,722
Balance carried forward to the next	-69,483

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

### **ENGLISH and MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Leadership is very good and provides clear direction.
- The use of ICT in English is very good and is planned to develop independent learning.
- Teaching is good overall though there are some inconsistencies in provision.
- Assessment is good and provides students with clear guidance on what they need to do to improve.
- GCSE standards are below average but are improving.
- There are some shortages of textbooks.

#### **Commentary**

45. Students enter school with standards below average. Students' attainment in the national tests in 2003 at the end of Year 9 was well below the national average. Standards seen during the inspection are improving rapidly due to the thorough review of both planning and teaching by a new lead teacher. Standards are now average which reflects the impact of both rigorous teaching methods and a structured curriculum. Overall achievement in Years 7 to 9 is good.
46. Results in GCSE English in 2003 were well below the national average with girls outperforming boys. Results in GCSE English literature in 2003 were above average with boys outperforming girls. However, only a limited number of more able students were allowed to take the literature examination. Standards in the current Year 11 are improving. Students' achievement by Year 11, taking into account their prior attainment in Year 9, is satisfactory. However, the picture is inconsistent due to staffing and timetabling difficulties that have impacted on standards in some groups.
47. Standards in speaking and listening are good. Students of all ages are keen to speak about their understanding of novels and poetry; the higher attainers do so with a degree of sensitivity. These ideas are frequently reflected in good quality written responses to reading, as a result of structured teaching that shows students how to interrogate a text in order to retrieve appropriate information.
48. Standards in writing are developing rapidly where students are taught examination techniques. In these groups students develop more accuracy and control and are able to confidently redraft their work due to very good guidance given by teachers in their marking. Lower attaining students frequently write shorter creative pieces that lack variety and imagination and are difficult to read because of weak spelling and sentence construction.
49. The quality of teaching is good overall. Teachers plan well and use strategies that build up the lessons sequentially allowing students to consolidate their understanding. All students learn well because the range of teaching styles, combined with the very good use of ICT, provides challenging opportunities for learning. Marking is good and as a result students understand what they can do and what they need to do in order to improve. However, in some lessons, affecting all groups, the pace is too slow, and the students have fewer opportunities to be

involved. In these lessons classroom management becomes a problem and learning is not as effective.

50. The new lead teacher has led a rigorous review of the department that has already had an impact on raising standards. The team of hard working and committed teachers is well placed to raise standards even further. Further monitoring of teaching will ensure a coherent and consistent approach and the development of the very good practice seen on inspection. Progress since the last inspection is good. Resources need improving; currently there are insufficient texts for each student, which is impacting upon the quality of homework.

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

51. The standard of language and literacy shown by students on entry is below average. Students are carefully screened and early identification of dyslexia is done well. As a result many students who have low levels of literacy skills are well supported and make good progress. By Year 11, most students who attend regularly have reading and writing skills largely in line with national expectations.
52. There is very good awareness of literacy across the curriculum. All subjects teach literacy skills alongside their subjects but few departments monitor its development. All teachers use a structured approach to the teaching of reading and writing and provide opportunities for speaking and listening. Good examples of discussion were seen in music, English, modern foreign languages and religious education. Students are taught technical vocabulary in most subject areas and are well supported when formulating written responses. However, in music, writing skills were limited and students' responses lacked a sustained writing style.
53. The management of literacy across the curriculum is good and has appropriately focused on raising standards and improving the quality of teaching. It is a thorough programme that has already impacted upon raising students' reading ability and is now focused on improving writing standards. However, not enough checks on how well literacy skills are being taught are carried out to ensure consistency of good practice across all subjects.

### **Modern foreign languages**

#### **French and German**

Provision for modern foreign languages is **unsatisfactory**.

#### **Main strengths and weaknesses**

- Achievement overall is unsatisfactory.
- Staffing is unstable so not all students experience good teaching.
- Leadership and management are good.
- Specialist teaching is good, but teachers use English too much in their teaching.
- Assessment is not yet well developed.
- Progress in Year 7 is good.

#### **Commentary**

54. Since the last inspection the department has undergone a period of instability, the effects of which are still being felt. By the end of Year 11, standards of attainment are well below the national average; this is due in large measure to below average standards at the end of Year 9. Boys' achievement is significantly lower than that of girls but, during the inspection, boys' performance in many lessons was as good as that of the girls. Students of all abilities express their appreciation when they experience high quality teaching, and achievement in these lessons is good, but, owing to the current shortage of qualified staff, many students do not

receive such teaching. Scrutiny of written work reveals significant gaps in knowledge and understanding. Consequently achievement is unsatisfactory overall. The effect of this is that large numbers of students do not wish to continue to learn a language in Key Stage 4.

55. Students are clearly unused to hearing and speaking French. Many have only a vague idea of the links between sounds and their graphic representation, and pronunciation and intonation are poor. Their knowledge of grammar and sentence structure is also weak, so that it is difficult for them to reach a high standard by the end of Year 11. Teaching has improved significantly in the past year, but low standards at the beginning of Year 10 have prevented many students from reaching their potential. Nevertheless many students in Year 11 have made very good progress over the past year, and have responded very well to their teachers' commitment and planning.
56. The new leadership of the department is rising to the challenge and teachers are adopting a more rigorous approach to teaching with a greater variety of teaching strategies. The effects are already visible in Year 7. In the best lessons teachers are enthusiastic and positive and have high expectations. They set achievable objectives and they encourage the least able whilst giving more challenging tasks to the more able. However, opportunities are missed for more intensive use of the target language. Students rarely answer questions in full sentences and this hampers development of fluency in speaking and writing. Reading too needs to be integrated more into teaching and learning. Students in Year 11, for example, do not have their own copy of the course book, which would help them develop their reading skills.
57. When students are challenged and given appropriate support, they respond well. This was particularly noticeable in Year 7 where teachers are adopting the national framework for modern foreign languages. For example, some boys were able to use their knowledge of a structure they had previously learned to produce new, grammatically correct sentences. However, increasing emphasis on developing students' knowledge and understanding of language is widening the gap in achievement between those who are taught by a specialist and those who are not. German has been introduced in Year 7 for high attaining students, but, since attendance to one of the lessons is optional, this poses a challenge for the teachers to sustain the progress of all students over the year.
58. Assessment of students' learning does not involve students enough in responding to their mistakes and building on their progress. The use of mini-whiteboards, observed in one lesson, offered a powerful tool for the teacher to assess the overall understanding of a class and to plan for immediate and subsequent intervention where there were misunderstandings. The department has made considerable progress over the last year, owing to the appointment of new staff. Because of this, improvement since the last inspection is satisfactory. Progress will be sustained if good teaching reaches all students.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are improving.
- Much of the teaching is good.
- Inconsistencies in teaching methods, planning and assessment procedures restrict learning.
- Leadership is good but management is satisfactory.

## Commentary

- 59 Standards at the end of Years 9 and 11 are below those found nationally but are improving. In the work seen they are closer to the national averages than they were in the 2003 examinations. Boys and girls attain equally well and the achievement throughout the school is satisfactory. In 2003 at the end of Year 9, the higher attaining students achieved well but there is a larger proportion of students below the expected level than found nationally. At the end of Year 11, there was some underachievement by middle and lower attaining students. The department has identified this as an area to address and it was noticeable in the well-taught lessons that students of all attainments achieved highly, and as a consequence standards are improving.
60. Teaching and learning are both satisfactory overall. There are variations and inconsistencies in the quality of teaching which impact directly on the quality of learning. Nearly half of the teaching is good with effective planning, and use of appropriate activities providing progression and challenge resulting in good use of learning time and high achievement. Relationships are good and support learning. Many lessons have a clear structure, with whole class activities that introduce the lesson being made effective through skilful questioning to engage students in learning. As a result, students are motivated, attentive and well behaved. A feature of many good teacher-led sessions is the good use of projection equipment with prepared materials to communicate or demonstrate ideas quickly and effectively. It is noticeable that in those lessons where there are weaknesses in explanations these resources are either not available or not used. Other weaknesses resulted from planning that did not take full account of students' prior knowledge or capacity to undertake complex tasks, reducing progress in the time available. Little opportunity is given for students to learn through ICT, although in one lesson with lower attaining students computers were used alongside other practical activities. In a small number of lessons where teaching was otherwise satisfactory, the students' unwillingness to engage and lack of full concentration meant that time was wasted and that their learning and achievement were unsatisfactory. In Years 8 and 9 this attitude also reflects itself in the poor quality of the presentation of some students' work. Another inconsistency is the quality of marking. Approaches differ between teachers, with some students having little written comment on how they can improve. Teachers do not record these comments, or oral comments, to inform the planning of future lessons.
61. Leadership is good. The weaknesses leading to underachievement have been sought out and a plan to address these has been put in place. It has embraced the national strategies and school initiatives to make the curriculum more relevant and accessible. Management is satisfactory. The documentation required for teachers to bring about these changes has been produced but consistent implementation and quality across all classes has not yet been secured. The provision of a wider range of learning opportunities, including investigatory work, use of ICT and appropriate enriching activities, is still inconsistent.
62. There has been satisfactory improvement since the last inspection. Standards have improved. Students generally are less teacher-dependent. Although the overall quality of teaching is unchanged, pace is maintained to the end of lessons resulting in better use of lesson time. Strategies for monitoring and evaluation are in place but need further development to establish a clearer link between evaluations and the identification and effective follow-up of each individual teacher's requirements for improvement.

## Mathematics across the curriculum

63. There is little evidence of the mathematical competence of students being developed or promoted across the curriculum. However, their mathematical skills are developed well enough in mathematics lessons to enable them to access the curriculum. In the school's numeracy policy, departments are given clear guidance on the mathematical techniques students will be using in their lessons.



## SCIENCE

Provision for science is **unsatisfactory**.

### Main strengths and weaknesses

- Too many students taking GCSE double award science do not achieve as well as they could.
- Too much teaching is unsatisfactory, and weaknesses even in the satisfactory lessons limit students' progress.
- Students taking the GNVQ course achieve well and GCSE results are good for the three separate sciences.
- Leadership and management are good as recent changes are beginning to improve provision.
- There is some very good and excellent teaching.

### Commentary

64. Standards for Year 9 students are below average but achievement is satisfactory. Students arrive with lower than average results and make progress in line with students in similar schools. Standards of work seen during the inspection are overall average but in relation to scientific enquiry are below average.
65. Standards for Year 11 students depend upon the course they take. The majority take a double award course and standards here are below average. Achievement is unsatisfactory for this course with many students doing less well than in other subjects. For the relatively small number taking three science subjects, standards are above average and achievement is satisfactory. Standards for the group taking GNVQ are in line with national averages and achievement is good. Almost all students gain an award in science but overall standards are below average and achievement unsatisfactory. Standards of work seen during the inspection largely reflect this, although the introduction of GCSE applied science in Year 10 is beginning to improve motivation and achievement.
66. The quality of teaching varies widely from excellent to poor. One fifth of lessons seen were unsatisfactory and so teaching is unsatisfactory overall. In the good or better lessons, lesson objectives are made clear and starter activities, such as sequencing sets of cards, involve all students and are interesting and challenging. These are followed by well-organised activities and clear explanations. Good use is made of data projectors to provide high quality visual presentations; activities are varied, with pace kept up and high expectations for the quality of work. Relatively few practical activities were seen, but when used well, they added considerably to students' learning. In several lessons, learning was greatly helped by the use of models. Students' understanding is checked orally or through brief written tasks, appropriate to the literacy level of the students. Relationships are good; students behave well, work hard and are able to describe their newly learned scientific skills and understanding. Assessment is used to help both teachers and students.
67. Where lessons are unsatisfactory, or only just satisfactory, learning is limited because students either do not behave or work well, or the scientific content of the lesson is not well explained, or is too easy. These lessons occurred with classes across the ability range as well as in different year groups. In several cases, teachers do not insist on good behaviour, so students do not listen to the teacher or follow their instructions, and relationships are not supportive of learning. In other cases, students complete or copy work in a superficial way, showing little understanding of the scientific ideas. Some high attaining classes are under-challenged and already know much of the lesson content. Assessment is inadequately used for both students and teachers. In lessons with Years 7 to 9 students, the national strategy is not being used sufficiently or consistently.
68. Recent restructuring is enabling the new assistant head teacher for science, mathematics and technology and the lead teacher for the science department to provide leadership and

management that are now good. There is a clear vision, some good strategic plans, strong teamwork and good role models. Within the framework of performance management, there is a well-organised approach to monitoring and supporting the quality of teaching. These improvements have not yet had time to be fully effective in securing consistently satisfactory teaching and improved standards. Difficulties in recruiting staff are being vigorously addressed.

69. Since the last inspection, the curriculum for Years 10 and 11 has improved with the introduction of more appropriate courses. Laboratories have been refurbished, but the department is short of one laboratory and of practical equipment. Standards and teaching have not improved but show signs of decline. Overall, improvement is unsatisfactory. However, a new leadership team is taking the right steps to recover the situation and, providing the staffing plans are successful, the department is now in a position to make significant improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The leadership and management of the ICT department are good.
- Achievement by Year 9 and Year 11 is good.
- The ICT department lacks a full complement of qualified staff.
- In some lessons, the management of students' behaviour is weak.
- Curricular opportunities in ICT are good.

### **Commentary**

70. Standards at the start of Year 7 are below average. By Year 9, students have made good progress and standards are in line with national averages both in teacher assessments and in standards seen. This represents good achievement. By Year 9, students are confident users of a wide range of ICT resources. They amend, refine and evaluate their work with a clear sense of purpose and suitability for their intended audience. All groups of students are achieving equally well, including those with special educational needs.
71. Standards observed by Year 11 are also in line with the national average. This represents good achievement for these students. By Year 11, students are able to analyse a problem, design and implement a solution, then test and evaluate their work. Folders are well organised and clear annotation of work provides evidence of their progression. In Year 10 the achievement seen is not as good as it is in Year 11. This is due to inconsistencies in the quality of teaching and learning and the low time allocation for the applied GCSE course.
72. Overall teaching and learning are satisfactory. Around one third of lessons are good or very good with the others being mainly satisfactory. In Years 10 and 11, the good and very good teaching is mainly restricted to Year 11, which is why this year group is achieving more highly than Year 10.
73. Leadership and management of the department are good. The assistant head teacher for science, mathematics and technology is acting subject leader for ICT in the absence of an ICT lead teacher. The school has had great difficulty recruiting specialist ICT staff and two unqualified instructors have been trained in-house to teach a large part of the ICT curriculum. Well-structured plans, policies and schemes of work have supported these teachers well. Good use has been made of the sample teaching units from the national strategy to improve the quality of learning activities in Years 7 and 8. Innovative curriculum pathways in Years 10 and 11 provide a range of ICT courses well matched to the students' needs. This structure leads to accreditation in ICT for all students by Year 11.
74. There has been good improvement in standards by the end of both key stages since the last inspection. Computer resources now exceed national targets. Access and accommodation

are also better. Parents now receive annual reports on students' progress in ICT and parents of GNVQ course students receive progress reports each term. The time allocation for ICT in Years 10 and 11 has also improved considerably with all students receiving at least one hour a week.

### **Information and communication technology across the curriculum**

75. The use of ICT across the curriculum is good. Technology college status has raised the profile of ICT at the school and computer resources are good. In all years bar Year 9 (where students receive ICT across the curriculum), students have separate ICT lessons and in Years 10 and 11 all students follow an accredited ICT course. Students apply the skills and techniques that they have learned in these lessons in other curriculum areas. They use the hardware and software resources confidently and competently to enhance their learning across the curriculum. Staff competence and confidence are also good in most subjects. ICT use is particularly effective in English, design and technology, geography, history, religious education, modern foreign languages and art and design. In science and music, more specialist hardware and software are required for opportunities to be fully exploited.

## **HUMANITIES**

### **Geography**

Provision in geography is **good**.

#### **Main strengths and weaknesses**

- Achievement is good by Year 9, particularly for geographical skills and understanding of concepts.
- Good teaching, with very good planning, involves students in a very good range of collaborative activities.
- Good leadership is focusing effectively on improving the quality of teaching and learning.
- Students do not know enough about the location of places because this is not taught in sufficient depth.
- Assessment is good overall but teachers' judgements on standards are generous.

#### **Commentary**

76. Students start school with below average standards in geography. By Year 9, they reach nationally expected standards because of good teaching. GCSE standards were a little below average in 2003. Students currently in Year 11 are working at above average standards and achievement is now satisfactory. Boys and girls are achieving equally well in all year groups, although the standards reached by girls are higher than those of boys. Students with special educational needs, those of higher ability and those from minority ethnic groups achieve equally as well as other students.
77. In Year 7, students learn quickly how to work with maps and graphs and in Years 10 and 11 develop extended skills in producing graphs. Achievement in mathematics and ICT for use in geography is satisfactory. Students do not have a secure knowledge about where places are, as teachers do not refer enough to specific locations. Students benefit from the good teaching of geographical concepts.
78. Teaching and learning are good, varying from satisfactory to very good. Very well planned lessons result in students knowing what they are doing and why. Time is used well so topics can be covered quickly. Interesting activities, very good in Years 7, 8 and 9 particularly, make students think and take decisions, often as groups. Teachers give good support to students' writing, resulting in good achievements in literacy. Most students try hard and concentrate

during lessons; their work is usually well presented. Behaviour is mostly good, often because of good relationships. In a minority of lessons, there is a lack of concentration and some minor disruption. In Year 7, non-specialist teachers cover several subjects; however, they know their students well and consequently geography activities are well suited.

79. Assessment procedures are good overall as they are based on regular tests and students know their level or target grade. They have reasonable notions of how to improve because of detailed comments on work and level or grade descriptions in books. In a minority of classes, marking does not help students enough. However, judgements of National Curriculum levels in Years 7 to 9 are generous because teachers do not take enough account of students' relatively weaker knowledge of places and their ability to ask and follow through geographical questions.
80. Leadership of geography is good because there is a good focus on improving teaching and learning. As well as varied and interesting activities in many lessons, there are programmes for gifted and talented students, and involvement in curriculum developments, such as the project course on the pyramids in Year 9. Strategic planning is rightly focused on raising standards and teachers sharing good practice. More could be done to use the detailed assessment data to look for patterns of achievement. Management is also good, allowing teachers to focus more on their classroom work, supported by detailed curriculum plans, available to students and parents through the Internet.
81. There has been good improvement in standards and quality since the last inspection. GCSE standards are higher, achievement is better, teaching quality and leadership have been maintained and strengthened, and issues of assessment largely overcome.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching is good overall, with some very good teaching. This leads to a good response from students and results in good progress.
- There are very good relationships between teachers and students.
- The attitudes of students towards learning and their behaviour are both good.
- The department has responded well to expectations for improvement and has introduced some innovative teaching strategies.
- Students have very well developed oral skills but their written skills are under-developed.
- The teaching strategies that are used across the department are not applied consistently.

### Commentary

82. Standards achieved by Year 9 are in line with national averages. This represents good progress from when students enter the school. Standards at GCSE are also in line with national expectations; this is a marked improvement since the time of the last inspection. There is no significant difference between the standards achieved by boys and girls. Students' results in history are significantly better than their results in other subjects.
83. Achievement is good in history in all year groups. The analysis of historical sources and discussion and debate about what they show are strong features. In Year 8, students confidently analyse the events of the English Civil War, gaining an understanding of cause and effect. More able Year 9 students can recognise Victorian values and see connections with the values of people today. Students with special educational needs and from minority ethnic groups are well supported to make good progress. Teachers ensure that basic skills are consolidated and information is recorded accurately.

84. Teaching is a significant strength. Overall it is good with some very good teaching observed in Years 8 and 10. Imaginative teaching methods, good planning and preparation, high expectations, good use of ICT and the effective use of praise motivate and challenge students to learn well. Teachers use a range of structured activities and good classroom management to consolidate lessons. However, a more consistent use of these good features of teaching across the department would enhance provision still further. Good relationships between teachers and students, who are co-operative and well motivated, lie at the heart of the department's success.
85. The history department forms a part of the humanities faculty. It is well led. Common policies are established with a clear development plan and vision for the future. An effective analysis of examination results and an audit of strengths and weaknesses have been undertaken. Schemes of work are good, ensuring that a broad and balanced curriculum is in place. The faculty has pioneered innovative teaching strategies based on students' different styles of learning. The assessment of work and tracking of student progress are effective. Curriculum resources and accommodation are satisfactory. Fieldwork opportunities are good and further development is planned. The monitoring of standards is beginning to be effective, although further developments are required to improve the consistency of provision. Overall, there has been good improvement since the last inspection.

### **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Standards are high and the achievement of students, especially in Years 10 and 11, is good.
- Teaching is mostly good or very good and lessons are interesting and well structured.
- Students have good attitudes and respect each other's views; their learning is mostly good or very good.
- ICT is used very well to support learning.
- Writing skills in the subject are not developed well by Year 9.
- Students in Years 7 to 9 are unsure about their level of attainment and what to do next to improve.
- Long-term planning has insufficient direction and detail.

### **Commentary**

86. Standards by Year 9 are at the level expected in the local agreed syllabus. The students can use religious language accurately and they have a firm knowledge of important religious beliefs and practices. Teaching is well informed and interesting and very good use is made of discussion in classroom activities. As a result, students make good progress and achieve well. In particular, they are becoming adept in expressing religious ideas and sharing responses on what can be learned from religions. This is an improvement since the last inspection when there was little reflective work on which to comment. In contrast, writing in Years 7 to 9 is too often narrow and repetitive. The students are capable of much more.
87. Results at GCSE in 2003 were well above average and continued the upward trend from the previous two years. A higher proportion than nationally attained the highest grades and almost all students received a graded result. This is in response to knowledgeable teaching, well focused on preparing students of all abilities thoroughly for examination work. Boys achieve as well as girls. This is the result of a lot of work done to involve boys positively in their learning. Few lessons were available to be observed but coursework assignments and classroom activities show that most students are developing as mature thinkers with regard to religious, moral and social issues. Achievement is good.

88. Teachers expect students to work hard and behave well. Students rise positively to these demands, are well motivated and cover a lot of ground. Good relationships underpin the students' confidence and enthusiasm to learn. Particularly good lessons challenge students to think for themselves. For example, a group of Year 7 students worked well together to illustrate differences between proof and belief. A small group of low attaining Year 10 students came up with some interesting ideas on the problem of evil and suffering. They grasp new ideas quickly. As a result learning is mostly good or very good and they make good progress. In a minority of lessons that are less successful but still satisfactory, tasks go on too long or are too easy and concentration lapses.
89. Students gain useful knowledge of their own progress through termly reviews of their work that are reinforced by grades and teachers' comments in marked assessment assignments. Nevertheless, students in Years 7 to 9 are unsure of their level of attainment and what they need to do to improve. In contrast, students in Years 10 and 11 know their targets and how to achieve them.
90. Teaching methods and a relevant curriculum provide a firm background for students' development in citizenship as well as in spiritual, moral, social, cultural and personal dimensions of learning. There are regular links with local Christian groups but not with other faith communities. Students, however, are encouraged to share first hand experiences from their own faith tradition. A good illustration was seen in a Year 9 lesson where two students engaged in an energetic discussion on Christian and Muslim beliefs on the afterlife. Resources and accommodation are adequate. The use of ICT to support learning is some of the best seen and is an important feature in developing students' independent learning.
91. The lead teacher for religious education is not a subject specialist. As a result, there are weaknesses, such as in long-term planning and review. Where specialist support has been used, the impact on provision is significant. Improvement since the last inspection is very good. This is largely due to sufficient teaching time having been made available for the agreed syllabus in Years 10 and 11. Standards have risen and older students talk with enthusiasm about their regard for the subject. Religious education has gained a distinctive place in the whole-school curriculum. This is a firm basis on which to build.

## TECHNOLOGY

### Design and technology

Provision for design and technology is **good** with important strengths.

#### Main strengths and weaknesses

- Standards are above average by Year 11 in most material areas, representing very good improvement.
- Teachers give good demonstrations using resources effectively to ensure progress in students' making skills.
- ICT is used well in teaching and learning.
- The rotation of the curriculum for Year 7 to Year 9 students militates against learning in depth.

#### Commentary

92. Standards attained by Year 9 students have improved since the previous inspection and are now in line with the national average. Students develop making skills faster than design skills, which are inconsistent across the different material areas. In general, students are competent in analysing and planning, and in food technology useful schedules and targets are set which assist their progress. Students' presentation skills have improved since the previous

- inspection, and they can use diagrams, drawings and sketches, including ICT, to communicate the development of their ideas. Their achievement is good.
93. By the end of Year 11, standards in most GCSE courses have risen to above the national average, and well above in food technology and systems and control. In most material areas students receive good advice and guidance to assist their progress towards their examinations. In resistant materials, for example, students with special educational needs progress rapidly with their making skills and achieve good quality outcomes similar to students in the rest of the class. ICT is frequently used to assist progress with design files. This includes the use of computer-aided design and computer-assisted manufacture (CAD/CAM) and specialist control programs to enhance design and make projects. Overall, achievement is good.
94. Teaching has also improved since the previous inspection and is now good overall. Lesson planning is usually completed carefully to ensure effective use of time. The preparation and organisation of resources to conduct demonstrations into the development of skills for making are particular strengths of the department. Students enjoy doing practical work and have established good relationships with their teachers. Opportunities to develop their design skills and knowledge, however, could be improved, in graphics products for example, by providing samples of high quality products that give direction and inform progress. Teachers should aim to broaden students' design thinking by developing their own questioning techniques.
95. Leadership and management are good overall with well-planned and interesting projects through which students can experience and learn. The curriculum has been broadened since the last inspection with textiles included for students in Years 7 to 9, and systems and control in Years 10 and 11. Progress for students in Years 7 to 9 is severely hampered, however, due to the lack of a continuous experience in any one material area. There is scope for further improvement in management by employing more 'team building strategies' including the sharing of good practice across the material areas especially in Years 10 and 11, and by developing resources for improving and broadening design thinking.
96. Accommodation has been refurbished since the school gained specialist technology status, and is now very good. Computer-assisted manufacture is basic and needs to be improved in order to manufacture to industrial standards. The department lacks a centre lathe, which would improve standards when working with metals. Departmental technicians are good but do not have sufficient time to maintain tools and equipment and to prepare resources that a practical department needs. Improvements overall since the last inspection are very good.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Provision in art and design is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards are below average in drawing, painting and three-dimensional work, and achievement overall is unsatisfactory.
- There are some examples of good achievement, particularly where students are able to express and justify opinions about their own and each other's work.
- Leadership and management are now good and the department has the capacity to improve.
- Teaching is often good but there is some unsatisfactory teaching in Years 8 and 9.

#### **Commentary**

97. Standards by the end of Year 9 are below average. The knowledge, skills and understanding of students on entry to the school are below average. Progress throughout Years 7, 8 and 9 is

inconsistent because of variations in the quality of teaching. In Year 8, students are able to collect information about Cubism and explore different viewpoints in their still life paintings and pastels. By Year 9, students are able to research and develop ideas and evaluate their own and other's work, both in discussion and in their work journals. The more able students can suggest factors influencing changes of style and use the Internet to find contextual information, presenting images and text attractively using the computer. Standards of drawing, painting and sculpture are below average by the end of Year 9 because technical skills have not been taught in a structured way.

98. Achievement by the end of Year 9 is unsatisfactory for the majority of students because frequent changes in staffing have affected their progress. Where teaching is effective, achievement is satisfactory and often good. In Year 7, less able students respond well to a verbal stimulus and produce imaginative drawings of dragons, which show awareness of the visual elements of tone, texture and pattern. In Year 9, the achievement of more able students, particularly in critical studies, where they are encouraged to discuss issues, is good.
99. In 2003, GCSE examination results were below average and the number of students entered for the examination was low. However, results over the past few years show an upward trend and the increased stability and consistency in staffing are beginning to have an impact on attainment. Some students are taught in large groups and do not have enough curriculum time. This is affecting the standards achieved and in Year 11 many students still have not completed coursework.
100. Achievement in Years 10 and 11 is unsatisfactory for most students because their prior experience in school has not equipped them with the necessary knowledge and skills to work more independently. Both boys and girls have responded well to a broadening of the curriculum and opportunities to work on a large scale and make sculpture. Some are beginning to work together using digital media and video and these developments are having a positive effect on attitudes and application. The range and quality of drawing are below average, although if the focused teaching observed during the inspection is consistently developed, they will begin to improve.
101. Teaching and learning are satisfactory in the majority of lessons and often good. The best lessons are lively and interesting, brisk in pace and carefully planned. In these, the very good relationships and obvious commitment of the teacher have a positive effect upon attitudes and achievement. Assessment procedures effectively help students understand their levels of attainment and verbal feedback during lessons helps them to improve their work. There remains some unsatisfactory teaching in Years 8 and 9, which continues to affect progress and attainment. This is due to lack of clarity in lesson objectives and the focus for learning, partly due to narrow subject knowledge.
102. Leadership and management of the department are now good. The lead teacher has begun to put in place many improvements, though these have not yet had time to impact fully on raising standards. New schemes of work provide consistency and more progression in learning opportunities. Commitment to lunchtime and out of hours activities is beginning to raise the profile of the subject and students are responding well, with a large number opting to take art and design as an additional GCSE subject in their own time. However, improvement in provision since the last inspection is unsatisfactory. Progress has been too slow because continued staffing difficulties have affected standards and achievement.

## **MUSIC**

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

### **Main strengths and weaknesses**

- The lead teacher has excellent subject knowledge and musical skills.



- There is strong leadership and management of the subject, with good documentation and planning.
- Basic skills, knowledge and understanding are weak by both Year 9 and Year 11.
- Behaviour and teacher-student relationships are good.
- The standard of singing by Year 9 is poor.
- ICT provision is poor.

## Commentary

103. Prior to the present music teacher's appointment, in May last year, the department had six music teachers within the space of two years. Consequently standards by Year 9 and Year 11 are below average. Standards now, in Years 7 and 8, are in line with expectations for the students' age. Students are using musical language effectively. They use keyboards in performing and composing and are being encouraged to value and understand the importance of notation. Achievement by Year 9 is satisfactory. Achievement by Year 11 is satisfactory with written and verbal response to listening being a positive feature. However, the lack of practical skills and poor levels of knowledge and understanding inhibit the quality of sustained work.
104. Teaching is satisfactory and often good. The current lead teacher has excellent subject knowledge coupled with professional keyboard skills and significant experience and expertise in ICT. He is well organised and has built strong relationships with the students, who display a positive attitude to music lessons. Planning is good and the teacher displays lesson aims, objectives and key words for each class. The recent teaching and learning audit has been very helpful, with learning targets beginning to be set. The teacher has created stability and an inclusive learning environment. The instrumental teachers all feel that their work is now valued. Their contribution is having a positive impact on the quality of learning.
105. Music is taught within a performing arts faculty. The lead teacher supports the dance teacher very well and in turn is strongly supported by the assistant head teacher for this faculty. This cohesive management structure is helping improve music and the place of performing arts at the school. In music, management and leadership are good and the lead teacher has instigated many initiatives that have improved the quality of curriculum and classroom management: new schemes of work; policy documentation; a vision for the future; very good display and use of resources. Some initiatives, though in place, are embryonic: assessment procedures, which now include student personal assessment, regular rehearsals, concerts and workshop visits, and extra-curricular activities. The department is aware of the need to establish a base-line profile system for students on entry.
106. Provision for ICT is poor, particularly for a technology school. The teacher has significant skills in this area and the addition of new keyboards, linked to the computers, is essential if music is to develop further. The standard of singing by Year 9 is poor. It is an important performing art and requires much more regular attention. Since the lead teacher was appointed, aspects which were designated poor at the last inspection have rapidly improved: standards in Years 7 and 8; the quality of teaching; the pace of lessons; departmental organisation; and the marking of class work and homework.

## PHYSICAL EDUCATION

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

### Main strengths and weaknesses

- The quality of teaching and learning is good.
- GCSE physical education is improving and results are now well above national averages.
- Behaviour and attitudes are good; students enjoy physical education.
- A wide range of sporting activities is offered outside of school hours.

- There are insufficient opportunities for students to work independently.
- ICT is not used to enhance learning.

### **Commentary**

107. Standards by Year 9 are average. In hockey, students show above average stick and ball control and work well in pairs to explore different ways of dribbling past an opponent to score. Year 8 students improve their performance in circuit training, and can identify the main muscles used and the changes happening to their bodies during exercise. In basketball, passing, footwork and decision-making skills are not as well developed because the game has not been taught earlier and students lack the necessary basic skills to perform effectively in small-sided games. However, by the age of 14, the majority of students have made good progress and meet the expected standard. Achievement is satisfactory and often good because enthusiastic teaching provides good advice during practice on how to improve. In addition to games, gymnastics, outdoor and adventurous and athletic activities, students benefit from dance lessons delivered by a dance specialist in the performing arts faculty. This gives students considerably more physical activity than the two hours of physical activity per week recommended in the national strategy for physical education and sport.
108. Standards by Year 11 are average overall. Standards are high in full-contact rugby. However, in other games like badminton and basketball insufficient time is spent in developing essential skills, knowledge and understanding. Consequently standards achieved are not as high. Students enjoy physical education. They are eager to learn, co-operate with others and are willing to contribute ideas during questioning. Teachers set high expectations. Students behave well, wear the prescribed kit, tie their hair back and remove jewellery prior to exercise. Participation rates in lessons and out of school hours' sport are high and teachers ensure that the few students excused for medical reasons are fully involved in learning. Achievement is satisfactory. Students work hard and make good progress when given sufficient periods of time to practise and improve.
109. The junior sports leadership award and GCSE physical education course are well established. In 2003, 22 students took GCSE and attained standards well above the national average. High standards are being achieved by providing students with specialist support and by monitoring their performance in practical and theory lessons. Scrutiny of students' coursework shows an over-reliance on note making.
110. Teaching and learning are mainly good with some that are very good. Lessons are well planned with vigorous warm-ups and time to develop skills and improve performance in pairs and small groups. At the start of lessons, students are told what is expected of them and time is taken at the end of lessons to review what has been learnt. Key words are often shared using a whiteboard to reinforce literacy and promote language relating to specific sporting activities. Teachers generally display good subject knowledge, use demonstrations well, work at a brisk pace and maximise the time available in lessons. Learning is less effective when teachers try to cover too much in one lesson. There are insufficient opportunities for students to learn independently, to evaluate each other's work and find things out for themselves.
111. The department is led and managed effectively. The new lead teacher heads a team of specialist staff and makes the most of good facilities to enhance the physical education programme. Some remedial work to the fabric of the buildings is needed to raise the profile of the subject and make both indoor facilities warm, clean environments for school and community sport. ICT is not yet used to enhance learning in physical education. A wide range of lunchtime and after-school sporting activities is provided. Staff take responsibility for a number of gifted and talented students to ensure they achieve their very best in the subject. GCSE results have improved since the last inspection. Improvement overall is good.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

In this curriculum area, the school offers a wide range of vocational courses. These include established courses in ICT, manufacturing, leisure and tourism, performing arts, science and hospitality and catering, and two new courses in business studies and applied science. Two courses were inspected in detail and others sampled. The teaching of vocational courses is often good with a secure understanding of course expectations. Consequently, students generally learn and achieve well.

## **GNVQ (ICT)**

Provision in GNVQ ICT is **satisfactory**.

- Achievement in the Intermediate GNVQ ICT course by the end of Year 11 is good.
- Leadership and management of the course are good.
- The course has been allocated appropriate time for a four GCSE equivalent.
- Achievement in Year 10 is not as high as in Year 11.

## **Commentary**

112. In 2003, 31 students sat the Intermediate GNVQ in ICT with 74 per cent achieving a pass grade or better, which is in line with the national average for this course. Girls achieved slightly better results than boys though this was probably due to the composition of the classes rather than any difference in learning opportunities.
113. By Year 11, standards in GNVQ are close to the national average. Predictions based on course work and assessment indicate that the current Year 11 cohort should attain a similar or slightly better standard than last year. Students are able to analyse a problem and then design and implement an ICT solution using the systems life-cycle method. They test and evaluate their solutions and are able to suggest various improvements to their designs. Middle and higher attaining students annotate their work in enough detail to show clear progression. Lower attaining students have not developed their work to the same degree.
114. Achievement on the GNVQ ICT course is good for most students. In Year 10, however, standards are not as high as those seen in Year 11 and student folders are less well organised, with some evidence of unfinished and missing work.
115. Teaching and learning are satisfactory overall with most of the good and very good teaching restricted to Year 11. This accounts for the lower standards seen in Year 10 where students' work is less well organised and some students spend a disproportionate amount of time on certain tasks. Weak behaviour management in some lessons in Year 10 results in disruptive behaviour causing underachievement for a significant minority of students.
116. Leadership and management of the course are good. Schemes of work are thorough and supportive of the unqualified teachers who deliver the course for some classes. The head of faculty provides a good role model in support of teaching and learning. His monitoring of classroom practice is thorough and provides effective feedback aimed at improving the quality of teaching in the department. Assessment for learning is thorough, providing students with clear targets and criteria to enable them to improve the quality of their work.
117. Resources provided for the GNVQ ICT course are good. The time allocation is generous taking proper account of the fact that this course provides pass grade students with the equivalent of four GCSEs. The head of faculty's experience as a principal examiner benefits the students as there is an excellent understanding of the technical requirements of the course.
118. The GNVQ ICT course was not offered at the time of the last inspection so it is not possible to judge improvements since then.

## **GNVQ Manufacturing**

Provision for manufacturing is **satisfactory**.

### **Main strengths and weaknesses**

- Students respond well to short-term tasks leading to good achievement.
- Students receive limited work-related experiences as part of the course.
- Teaching strategies do not fully address the skills needed for higher levels of attainment on this course.

### **Commentary**

119. GNVQ Manufacturing was inspected as a vocational subject in Years 10 and 11 only. The course is equivalent to four GCSEs at Intermediate (A\*-C) grades. Standards are in line with the national average with the majority of students obtaining a pass grade. Many of these students are exceeding what is expected of them based on their previous grades and are making made good progress during the course. This represents good achievement.
120. In Year 10, students learn formal drawing skills using drawing instruments. When in Year 11, they are more confident, and can apply and use these instruments accurately in the line work appropriate to different types of pictorial and working drawings. Many can also use a computer-aided drawing program to produce drawings, although this is a limited experience that needs extending to include more complex drawings and industrial levels of manufacturing using computer-aided manufacture. The majority of students can also apply dimension in their drawings accurately and to the appropriate standard.
121. Students respond well in tackling each drawing task separately and develop the flexibility to work to their own strengths and pace, although they need to improve the presentation, layout and organisation of their completed work for learning and revision purposes to enable them to achieve higher grades.
122. Teaching is satisfactory with effective use made of different shaped wooden objects to support students' ability to visualise and produce pictorial representations, although this skill could be achieved more quickly for many students if they were given the task of sketching first, using different techniques, before the formal drawing stage. Lessons are well planned with clear purpose and structure that provide time for practising and reinforcing drawing skills, and for the teacher to assist individual students and monitor their progress. Students also work in teams to manage, for example, the batch-production of pizzas. The teacher's specialist knowledge and experience of industry interests the students and is used effectively, although infrequently, to relate the classroom to the world of manufacturing.
123. Leadership and management are satisfactory, with the units of work well planned and student progress recorded. However, the links with local industries and manufacturing are neither strong nor extensive enough to give students in-depth work-related knowledge and experience. The accommodation is spacious and recent refurbishment provides a good design environment, although there are too few examples of manufactured products for students to handle and analyse. The GNVQ Manufacturing course was not on the curriculum at the last inspection so it is not possible to make a judgement on improvement.

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

A number of lessons in personal and social education were seen in which teaching and learning were mainly good. The programme is taught by a large number of teachers who are given good support on what to include in lessons. In order to sustain good teaching, further training on expected outcomes would strengthen personal development in these lessons.

## Citizenship

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

### Main strengths and weaknesses

- There is a committed team of specialist subject teachers.
- A wide-ranging subject audit has taken place and an informative scheme of work provided.
- Curriculum mapping is incomplete.
- A strong enrichment programme is provided.
- The monitoring of standards of teaching and learning is yet to be established.

### Commentary

124. Standards by Year 9 and Year 11 are average. Students are given opportunities to learn elements of all aspects of citizenship. The course is taught mainly through personal development lessons, other subjects and assemblies. Older students are more involved in a wider range of enrichment activities that encourage skills of participation and responsible action. These include the 'befriender' programme, opportunities to be a senior student and involvement in the school council. Up to Year 9, students are also involved in year councils, with a small number represented on the school council. The Peace Garden initiative in Year 7 and 8 is encouraging positive participation and a sense of ownership of what is expected to be an important school resource in the future. An enrichment programme, which includes assemblies led by class groups, creates opportunities for students to research and communicate ideas. There are also opportunities to debate issues. Within these contexts, achievement is good. It is not consistent, however, as knowledge and understanding about becoming informed citizens are emphasised and there is some imbalance in coverage of other aspects of the citizenship curriculum. Consequently, achievement by Year 9 and Year 11 is satisfactory.
125. There has been some staff training and the team of teachers delivering citizenship is now restricted to those with particular expertise and commitment within each subject. This is strengthening provision. Some teachers are using their specialist knowledge successfully to formulate specific courses. For instance, a mathematics specialist has created a highly relevant course in individual financial planning. However, it is evident, particularly by Year 9, that not all teachers give adequate time to citizenship even though it is an expected part of lesson planning.
126. The management and leadership of the subject are satisfactory. A teacher who is a member of the care and guidance faculty leads citizenship. A recent curriculum audit has allowed the department to deploy staff by matching delivery with teacher skills and subject appropriateness. An initial scheme of work has been introduced with exemplar lesson plans and the lead teacher has been involved in providing training courses. However, the curriculum map that would show where and how the full programme is covered is not yet complete. It is hoped to establish a new discrete citizenship course for Years 10 and 11 in September 2004. This will give more prominence to citizenship and give students a recognised curriculum route to further study.
127. The lead teacher has made good progress with implementing this new subject. Citizenship is now a recognised part of the curriculum and the time is now appropriate for the next stage to be implemented, where greater faculty involvement in curriculum mapping, further clarity of delivery and monitoring of teaching and learning will begin to address the limitations of present provision.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Students' achievement	4
<b>Students' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
Students' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well students learn	4
The quality of assessment	4
How well the curriculum meets students' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Students' care, welfare, health and safety	3
Support, advice and guidance for students	3
How well the school seeks and acts on students' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
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 head teacher	3
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).*