

# **INSPECTION REPORT**

## **FRAMINGHAM EARL HIGH SCHOOL**

Framingham Earl, Norwich

LEA area: Norfolk

Unique reference number: 121163

Headteacher: Mrs Wendy Down

Lead inspector: Robin Coulthard

Dates of inspection: 23<sup>rd</sup> – 27<sup>th</sup> February 2004

Inspection number: 258633

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 - 16
Gender of students:	Mixed
Number on roll:	671
School address:	Norwich Road Framingham Earl Norwich Norfolk
Postcode:	NR14 7QP
Telephone number:	01508 492547
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Randall
Date of previous inspection:	10 <sup>th</sup> November 1997

## **CHARACTERISTICS OF THE SCHOOL**

Framingham Earl High School is an 11-16 comprehensive school with Specialist School: sports college status. Other awards are: Investors in People – 2003, Schools Achievement Award – 2003, Sportsmark Gold – 2001, Eco-School – 2003. The school's community outreach includes the extensive sharing of expertise with schools and other organisations in sport.

The school has 671 students with similar numbers of boys and girls. The student population is very stable, with few students joining or leaving the school other than at the beginning or end of the school year. Very few students are other than White – British and none is at an early stage of learning English.

The percentage of students with special educational needs is well below the national average. Eleven students have statements of special educational need. These needs relate mostly to dyslexia, moderate learning difficulty, social, emotional and behavioural difficulty and visual impairment.

Students' attainment on entry is above average. Students' social backgrounds are above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11746	Robin Coulthard	Lead inspector	Religious education
9537	Caroline Marden	Lay inspector	
22544	David Wood	Team inspector	English English as an additional language
31238	Gordon Clubb	Team inspector	Mathematics
4922	Mike Driver	Team inspector	Science
2495	Brian Munden	Team inspector	Design and technology Information and communication technology
24142	Sylvia Argyle	Team inspector	Art and design
10817	George Rayner	Team inspector	Geography History
32208	Derek Aitken	Team inspector	Modern foreign languages Citizenship
25352	Joan Child	Team inspector	Music
31192	John Stewart	Team inspector	Physical education Business and communication technology
2746	Roy Lund	Team inspector	Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Framingham Earl High is a very good school providing very good value for money.** Students achieve very well in relation to their individual capabilities and standards are high throughout the school. Considerable strengths in teaching ensure that students make very good progress. The school is very successful in developing students' personal qualities. Inspiring leadership and very effective management place the school in a strong position to continue its development.

The school's main strengths and weaknesses are

- Standards of work are well above average
- Teaching and learning are very good
- Leadership and management are very good, with excellent leadership by the headteacher
- Students attitudes and behaviour are very good and relationships amongst students and staff are excellent
- Sports college Status is making a very significant impact on the school and beyond
- Provision for citizenship is unsatisfactory and reports to parents are not specific enough

**Improvement since the last inspection has been very good.** High standards have been maintained. Teaching has improved and is now very good overall, with a significant increase in the percentage of very good and excellent teaching. No teaching was judged unsatisfactory. All issues raised by the last inspection have been resolved. School priorities are now clearer and closely related to staff development. Statutory requirements are now met for the provision of collective worship and religious education.

### STANDARDS ACHIEVED

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

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

Students' standards when they enter the school are above average. **Their achievement overall is very good** as they improve on these standards and maintain standards that are well above average. In 2003, at the end of Year 9, results in national tests were well above average in English, mathematics and science. Current standards in Year 9 are well above average overall and students are achieving very well. Current standards in Year 11 are well above average in the majority of subjects and students achieve very well. Standards of literacy are very good and in numeracy they are good. Students with special educational needs make very good progress, as do students who are gifted and talented.

**Students' personal development and their spiritual, moral, social and cultural development are very good.** Students' very good attitudes to learning and the excellent relationships make a significant contribution to their achievement. Behaviour is very good. Attendance is good and students are punctual, which enhances students' learning and achievement.

## **QUALITY OF EDUCATION**

**The school provides a very good education.**

**Teaching is very good overall.** Teaching is at least good in all subjects, and very good in most. In just over half of the lessons seen, teaching was very good or excellent, and none was unsatisfactory during the inspection. The high quality of teaching is maintained in all year groups. Learning is similarly very good. Students are keen to do their best. They listen and concentrate very well because lessons are interesting. They collaborate very efficiently in group, paired or individual work because tasks are well planned.

The curriculum meets the needs of students well. Extra-curricular activities provide very good enrichment opportunities in many areas, and particularly in sport. Statutory requirements are met in all subjects, except citizenship, for which provision is unsatisfactory. Staffing provides a good match of teachers to the curriculum. Resources are satisfactory overall. Accommodation is unsatisfactory. In particular, the limitations of what is available restrict activities in physical education, art and music. The school looks after its students very well. They receive very good support and guidance from their teachers. This includes a very supportive induction process into Year 7, and very reassuring procedures for transferring to the principal receiving sixth form. The school enjoys an excellent partnership with its main feeder schools, with whom staff do valuable outreach work, particularly in sport. The partnership with parents is good. Parents are very supportive, but the annual reports they receive from the school lack some of the necessary information about students' progress and are unsatisfactory.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is very good.** Governance is also very good. The leadership of the headteacher is excellent, and the leadership of other key staff is very good. The school runs very smoothly on a day-to-day basis because of the good communications between senior staff and their clearly defined responsibilities, which they discharge very efficiently. Governance is very good because the governors are very supportive of the school and very well informed. The governing body is represented at all school functions. It plays a significant part in planning the school's future.

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

Parents' and students' views are very positive. Parents think their children are well taught and making good progress. They are comfortable about approaching the school and think it is well led and managed. They particularly like the school's settling-in arrangements for its students. Students' views are also positive. They like the school and think that they are well taught and that the school expects them to do their best. In the questionnaire, a significant minority felt that the school did not treat all students fairly, but students who were interviewed did not make this claim, and inspectors found no evidence to support it.

## **IMPROVEMENTS NEEDED**

The school has no significant weaknesses, but, in order to meet statutory requirements, should

- Include all the required information in reports to parents
- Establish citizenship more effectively as a distinct area of learning

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in subjects and courses

Students enter the school with standards that are above average. Standards are well above average throughout the school and students achieve **very well**.

#### Main strengths

- Results in national tests are well above the national average at the end of Year 9
- Attainment is well above average overall and students achieve very well throughout the school
- GCSE results are well above the national average
- Students with special educational needs achieve very well
- Students' literacy skills are very well developed

#### Commentary

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

Standards in:	School results	National results
English	38 (35)	33 (33)
mathematics	41 (39)	35 (34)
science	38 (37)	34 (33)

*There were 113 students in the year group. Figures in brackets are for the previous year.*

1. Results in the national tests for English, mathematics and science at the end of Year 9 in 2003 were well above the national average in all three subjects. English results rose significantly between 2002 and 2003. Results in mathematics and science were in the top five per cent nationally for schools whose students had gained similar results at the end of Year 6. On this comparison, English results were slightly lower but remained well above the average. Results were similar in comparison with similar schools for students gaining Level 6 or above. In English, mathematics and science, boys were further above the national average for boys than girls were in comparison with girls nationally. Just under half of the students gained Level 7 in mathematics, which is a very high percentage. The trend in results over the last five years is above the national trend. The school met its target in mathematics for the percentage of students attaining Level 5 or above. It slightly exceeded its target in science and substantially exceeded it in English, which has shown a strong recovery from a dip in attainment in 2001.

2. Standards seen in lessons were well above average. They were above average in ICT, design and technology, music religious education and physical education, and well above average in other subjects, except for citizenship where standards were below expectation. Students' achievement is very good overall. They achieve very well because they receive very good teaching. Students with special educational needs and disabilities make very significant gains in reading and spelling because of good assessment procedures, very good target-setting, sensitive, well focused support and very good teaching, not only within the learning support department but also in mainstream classes. A higher-than-average number of students with special educational needs and disabilities go on to achieve passes in their GCSE examinations, when compared with similar schools. Gifted and talented students achieve well because their needs are well catered for in teachers' planning.

### 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	67 (71)	52 (50)
Percentage of students gaining 5 or more A*-G grades	99 (97)	91 (91)
Percentage of students gaining 1 or more A*-G grades	100 (100)	96 (96)
Average point score per student (best eight subjects)	42 (43)	35 (35)

*There were 129 students in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

3. In 2003, the proportion of students gaining five or more GCSE passes at A\* to C was well above the national average. In comparison with schools whose students had gained similar results at the end of Year 6, results were below average, but this result was affected by the particular circumstances of a small number of students. The school missed its target for the percentage of students gaining five or more passes at A\* to C, by eight per cent, gaining 67 per cent when the target was 75 per cent. However, the school surpassed its targets for students gaining five or more passes at grades A\* to G and one or more passes at A\* to G. The school's average point score per students for their best eight subjects was high, at 41, compared with a national average of 35, though slightly lower than last year's.

4. Standards of work seen in Year 11 were well above average. They were very high in French, German and Spanish because of excellent teaching and teachers' advanced linguistic skills. Standards were above average in ICT, design and technology and art, and well above average in other subjects.

5. Throughout the school, standards of literacy are well above average. Students use subject – specific vocabulary accurately. They listen well and have well-developed discussion skills. Research skills are very well developed and the use of ICT for research and presentation is satisfactory, although regular access to computers is difficult in some subjects.

### Students' attitudes, values and other personal qualities

Students' attitudes and behaviour and punctuality are **very good**. Attendance is **good**. Students' personal development is **very good**.

### Main strengths

- Excellent relationships
- Students behave very well
- Students have very good attitudes to school
- Unauthorised absence is very low

### Commentary

6. The very good attitudes seen at the last inspection have been maintained and students' behaviour has improved. Students enjoy school and are keen to take part in the many out-of-school activities provided. In lessons, students work hard and respond well to teachers instructions. Their very good behaviour and attitudes to learning contribute to their good achievement. They thoughtfully and responsibly take part in discussions, including deep issues, such as the nature of evil, and sensitive issues, such as the reactions of society to homosexuality.

7. Attendance is good and the level of unauthorised absence is very low. Authorised absence was high last year because of a school closure due to snow and an outbreak of "slap cheek" when up to a quarter of the students were away over a two week period.

## Attendance

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

Authorised absence	
School data	8.6
National data	7.2

Unauthorised absence	
School data	0.0
National data	1.1

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

8. The school provides a very calm environment and students are sensible when they move around the building. At break, students behave very well both inside and outside the building. The school has a comprehensive anti-bullying policy and students say that staff deal with any bullying or other concerns they may have very effectively and sympathetically.

## Exclusions

### Ethnic background of students

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

### Exclusions in the last school year

No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
646	28	0
12	0	0
1	0	0
2	0	0
1	0	0
3	0	0
1	0	0
1	0	0
1	2	0
4	0	0

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

9. The excellent relationships between students were particularly evident during a very wet day when students were inside all day. At break, they talked in small groups, some sitting on the floor. Other students who were walking through the building walked carefully round them. In lessons, students readily help each other and praise each other's successes. When students are evaluating each other's work, they do so in a constructive manner. They are polite and helpful to visitors. Overall, students show a high level of natural respect for people.

10. The very good personal development of students is in a large part due to the excellent relationships between staff and students. The degree of mutual respect is exceptional and students readily emulate the good examples set for them. Students have a very clear sense of right and wrong and are able to examine moral issues sensibly. For example, they are strongly supportive of an eco-friendly approach in design and technology lessons. They readily take on responsibilities such as being a prefect or an Eco-Warrior. Students learn to value their own and different cultures in many different subjects. This is a strength in art. Opportunities for students' spiritual development are good, with students empathising with characters from literature, such as Macbeth, and reflecting on emotive issues in different painters' work. Students enjoyed performing in the school production of 'Kicking Up' and this piece gave them the opportunity to reflect on moral and social issues during The First World War in relation to women's rights.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **very good** education. The very successful teaching of the good curriculum results in students learning very successfully. The learning opportunities are good. Provision for students' support and guidance is very good and this has a very beneficial effect on students' learning and personal development. The school works well with parents and the community and very well with other schools.

### Teaching and learning

Teaching and learning are a strength of the school and very good in all years, and one lesson in ten observed was excellent. Assessment of students' work is good.

### Main strengths

- Relationships between teachers and students are very positive and have a very beneficial effect on learning
- Teachers have excellent subject knowledge and plan very well for the range of ability within each group
- The principles of the Key Stage 3 Strategy are strongly embedded in the teaching, which increases the effectiveness of learning
- The very good range of teaching method effectively maintains students' interest and enhances learning
- Students concentrate very well, collaborate readily with teachers and each other and are keen to achieve their best
- The teaching and learning of students with special educational needs are very good
- Marking of work is helpful and teachers use information from assessment to plan subsequent lessons appropriately

### Commentary

#### *Summary of teaching observed during the inspection in 106 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (10%)	43 (41%)	44 (42%)	8 (7%)	0 (0%)	0 (0%)	0 (0%)

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

11. The teaching observed was excellent in physical education in Years 7 to 9. It was good in ICT, geography and history, and in art and music in Years 10 and 11. Elsewhere, teaching was very good. No unsatisfactory teaching was encountered during the inspection.

12. Students are very keen to learn and teachers provide very effectively for them in lessons. The quality of relationships between students and teachers is excellent. Teachers readily share their enthusiasm for their subjects, and this stimulates students' interest. Teachers know the students well and are aware of the range of capabilities within a group. This leads to effective planning to meet all students' needs. The sharing of enthusiasm was a conspicuous quality in physical education lessons. Teachers have excellent subject knowledge, and their very good understanding of examination criteria means that they prepare students very thoroughly. This was an important element in the very good teaching of modern foreign languages. In a Year 11 German lesson, for example, work was calculated and organised in small steps to enable students to understand what was required for high examination success and to progress confidently in stages towards achieving this.

13. The principles of the Key Stage 3 Strategy have been effectively incorporated within teachers' practice and are a significant factor in the considerable improvement in teaching since the last inspection. Many lessons got off to a lively start as a result of brisk and stimulating starter activities,

used to recall and consolidate previous work. These ranged from a 'thumbs up/thumbs down' quiz in Year 8 science to compiling a list of writing equipment by gender in Year 7 French. Lesson objectives were clearly shared with students at the start of most lessons so that students knew what was expected of them. Objectives were reviewed at the end to establish what had been learned and to provide an appropriate basis for planning subsequent lessons.

14. The National Key Stage 3 Strategy has had a beneficial effect on students' learning. Their literacy develops very well by various means. Key words in subjects are highlighted, often displayed around the room, and explained and reinforced in lessons. In a Year 11 physical education lesson on the physiology of joints, relevant terms were explained and reinforced by the provision of a very useful worksheet. Speaking skills develop very well across the curriculum and particularly so in English. When members of a Year 7 group gave prepared talks, their classmates listened very carefully, evaluated what they heard very constructively and expressed their reactions clearly. Questioning was very effectively used in religious education to ascertain students' views. The teacher challenged higher-attaining students very well by asking them to develop their opinions further. In Year 11 mathematics, the teacher's high expectations were realised by a group who developed their understanding of factorisation at a very brisk pace, helped by the lucid and carefully-paced explanations of the teacher.

15. In the relatively few lessons that were judged satisfactory, the learning was limited by various factors. Sometimes the pace of work was too slow and higher-attaining students were not sufficiently challenged. Occasionally, learning objectives were not clear enough and some students went off task.

16. Students learn very enthusiastically. They listen very well to instructions and respond efficiently. They are candid yet courteous in expressing their views. They work very productively on their own, with partners or in groups. Most are capable of sustained hard work. They are self-critical and almost always strive to produce work of high quality. In Year 8 art, the class was thoroughly engrossed in realising designs they had previously created for 'fantasy shoes'. The students were engrossed by the task and were encouraged by the constructive individual advice from the teacher. As a result, the double lesson was very productive and students were very pleased with what they had achieved.

17. The teachers know the needs of students with special educational needs and disabilities well and their informal planning for their inclusion in lessons is good overall. However, there is some inconsistency amongst teachers in the use of the students' individual education plan (IEP) targets and the extent to which they involve the teaching assistants in planning, which affects students' learning. Teachers, whether in special withdrawal groups in the learning support department or in mainstream classes, use a wide range of approaches in order to include students with special educational needs and disabilities. They use different kinds of questions; they organise different activities, different materials or different worksheets; they make good use of praise and encouragement and they use grouping very effectively. As a result of this, the students are engaged and motivated. They have very positive attitudes to their learning and behave very well. Teaching assistants give skilled professional support to enable all students with special educational needs and disabilities to benefit from the same learning experiences as the other students in their groups. Careful planning and the use of a modified worksheet enabled students with special educational needs to match the progress of the rest of the group in a Year 11 business lesson.

18. The quality of assessment of students' work and the constructive use of assessment data to improve learning are good. They are impacting on students' progress and raising standards. Over the course of the last three years, the school has put a considerable emphasis on the development of assessment and held regular training sessions to develop and standardise procedures. Although assessment practices are still in their early stages of development, there is growing consistency across the school. Assessment is closely linked to national curriculum levels and GCSE examination requirements.

19. Marking is regular in all subjects, and teachers generally give constructive and specific advice to students on what they need to do to improve. Assessment procedures are very effective in some subjects. For instance, in drama the use of self assessment and peer evaluation forms an integral part of the lessons. These evaluations help the students to understand how they can improve. In music, the assessment processes are excellent and are a strength of the department. The marking is closely related to National Curriculum levels in Years 7 to 9, and to GCSE grades in years 10 and 11. Students receive advice on what they need to do to improve and, for students in Years 7 to 9, targets for improvement are displayed on the classroom wall. Senior managers in the school are aware that, in some subjects, assessment procedures require further development. Further training days are planned to achieve this.

### **The curriculum**

Curriculum provision is **good** overall. Time allocations for music and design and technology have been increased and religious education is now taught as a separate subject. Enrichment activities are very good. Some vocational provision has been introduced to widen students' choices. Staffing is good. Resources are satisfactory.

### **Main strengths and weaknesses**

- Sports college status is having a positive and significant impact not only within physical education but across the school
- The wide range of extra-curricular activities, which develop students' talents alongside their academic and social skills
- Provision for citizenship does not meet statutory requirements
- Accommodation is unsatisfactory

### **Commentary**

20. The school provides well for all subjects of the National Curriculum and religious education for all students. The range of courses in Years 10 and 11 provides well for students of all abilities. Option choices have been broadened in Years 10 and 11. Vocational courses have been introduced in design and technology and science, together with work-related learning for a small number of students. The school is now a sports college, with excellent support for learning outside the school day. This has positive impact on students' attitudes to team working and on teaching and learning approaches across the school. Improvement since the last inspection is good.

21. Curriculum provision is consistently good as a result of well-planned courses which promote good achievement. In modern foreign languages French, German and Spanish are offered. In science in Years 10 and 11, there is a choice from four different courses, including separate sciences and applied science. Provision in physical education is very good in Years 10 and 11. A GCSE course is offered as well as a certificate of achievement and the Junior Sports Leader course. The latter promotes students' skills in organising, planning, managing and running sporting activities. In mathematics, many students take a statistics examination at the end of Year 10. Entry for a philosophy and ethics half GCSE is offered as accreditation for religious education. Where ICT is taught as a discrete separate subject, provision is good, but cross-curricular provision, though satisfactory overall, is inconsistent in quality.

22. Extra-curricular provision is very good with a high uptake across the school. There is a wide-ranging programme of revision ("passport") sessions to help students prepare for GCSE examinations. This is supplemented by a broad programme of activities to cater for students' particular strengths and talents. Provision for sport is particularly strong, with a range of clubs including gymnastics, girls' football, rugby and dance. A good range of activities relating to music and drama is available and there is a Year 10 Arts Festival. Good curricular enrichment is available through the Eco-School scheme, which is effectively implemented across the school. Students have developed an organic garden, keep bees and promote recycling. Off-timetable days, or 'Super Learning Days,' are organised in Years 7 to 9, where students engage in challenging, and sometimes business-related activities, such as making and marketing of products like ice-cream

and candles. A 'Holocaust Studies Day' adds another dimension to students' understanding of the world. University of the First Age summer schools have been introduced, which involve some older students in tutoring their younger colleagues.

23. Students attend assemblies on four days out of five, with a 'thought for the day' on the remaining day. Provision for the new subject of citizenship is unsatisfactory across the school.

24. Links with the community are good and enhance the curriculum. The school is involved in the Norwich Fringe Project and some students are involved in the management of Poringland woods for the benefit of the community. Students have built planked paths, cleared rhododendrons and built bridges over streams, for example. Senior citizens are entertained with music and drama events and drama productions have been held in local junior schools. The school is active in raising money for charity. Members of the local community contribute to curricular and extra-curricular activities.

25. The quality of staffing is good and has improved since the last inspection. Teachers are well-qualified specialists with an effective blend of experienced and new colleagues. There is a particularly good match of teachers to the curriculum in English, mathematics, science, modern languages, religious education and physical education. Support staff make a good contribution to students' learning.

26. Resources are satisfactory overall. The school has invested in the use of new technologies but access to computers is difficult in mathematics, science, art, design and technology, history, physical education, music and religious education. The library is a good teaching space, which is run by an effective librarian, but has insufficient books and computers. The quality of general resources is good in mathematics, art, geography, history, and foreign languages and very good in physical education. Graphic calculators are used in mathematics. There is a good range of books for English but some have to be shared between students. In Years 7 to 9, more textbooks are required in geography, and history books need updating. There is a good range of machinery and equipment in design and technology. Though much of this is old, it is generally well maintained. Religious education has insufficient artefacts for work on world religions.

27. Accommodation has declined since the last inspection. Small improvements, for example in administration office space, have not kept pace with the rise in student numbers, with a further significant rise projected before 2006. While there is good attractive accommodation in mathematics, geography, modern languages and ICT, with adequate storage space, weaknesses in English, history and science limit what classes can do. The timetabling of some history lessons in ICT rooms restricts access for other subjects. The library is well-run but in need of further development. Indoor accommodation for physical education is unsatisfactory. Accommodation for religious education, art and music is unsatisfactory. Storage and display space in art are insufficient and the pottery room is inadequate. Lack of space in music affects group work in Years 10 and 11 and restricts students' learning.

### **Care guidance and support**

The school takes **very good** care of its students. The school provides **very good** support and guidance to students and involves them **well** in the life of the school.

### **Main strengths**

- Very good support and guidance for students concerning examination requirements
- Very good induction procedures
- Very good support for students where they are underachieving

### **Commentary**

28. The school has improved the quality of its care and guidance for students since the last inspection.

29. The school has recently reorganised the structure for supporting students. It now comprises two teams. The 'foundation' team for Years 6 to 8 and the 'pathways' team for Years 9 to 11. This innovative approach contributes to the very smooth transfer of students from primary to secondary school, and from Years 9 to 10. Members of the foundation team are developing strong links with the primary schools and the sharing of information contributes to students settling quickly in secondary school.

30. The pathways team makes good use of assessment data to identify those students who are underachieving. These students are then consulted about which member of staff they think would be most appropriate to act as their mentor. In lessons, teachers give students very clear advice about what they need to do to improve their work and help them organise their course work so they achieve well in examinations. Both teams provide an integrated support system for both academic support and personal development. Where it is appropriate, specialist support from both within and outside school is provided. For example, the behavioural support team helps students whose conduct is causing concern. Students feel very well supported and value the guidance teachers give them to help them improve their course work for GCSE. As a result of the excellent relationships between staff and students, students are confident that the teachers will help them with any problems they may have.

31. The school takes very good care of the students. Good health and safety procedures are implemented, and governors monitor the site for hazards. The school carries out risk assessments for all out-of-school activities, and departmental risk assessments are carried out. Child protection procedures are in place and all staff have written information about what they should do if they have a concern. The names of those responsible for child protection are well known to parents and students because they are included in the school prospectus. All staff have received suitable training on what they should do if they are concerned about a child. Currently there are two trained first aiders, which is satisfactory provision, and the school is planning to increase this to five.

32. In lessons, teachers routinely canvass students' opinions and frequently involve them in self assessment and peer assessment. However, the school council is in its infancy and is yet to become an effective forum for students to express their views. Governors attend all school events and use the opportunity to find out parents' views.

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

The links with parents and the community are **good**. Links with other local schools are **very good**.

### **Main strengths and weaknesses**

- Excellent partnership with primary schools
- Parents are very supportive
- Information about students' progress in the annual reports is unsatisfactory
- Good links with the local community

### **Commentary**

33. The school continues to have a strong partnership with parents and the community. The partnership with other schools has substantially improved, partly due to the school's role as a sports college.

34. Parents are rightly very satisfied with the education their children receive. The school values parents' views and governors are at all school events which enables them to gather information directly from parents. Parents encourage and support homework, and the Friends of Framingham Earl provide support for functions and raise funds to enhance the resources of the school. Parents feel well informed about their children's progress. Although they are not entirely happy about the arrangements for consultation evenings, they feel that teachers give them very good information at these sessions. The annual reports do not consistently report students' progress and there is a lack of subject-specific comment about students' achievements.



35. The very good links with other schools are benefiting Framingham Earl and the other schools involved. The school carefully audited the needs of its partner schools as well as their own as part of the sports college bid. As a result of this it appointed a specialist in gymnastics and dance to support the teaching of these subjects in the primary schools as well as at Framingham Earl. In addition most departments have links with the feeder primary schools that contribute to continuity in learning. The school has good links with other secondary schools. During half term it ran a course for gifted and talented students in sport that included students from other secondary and primary schools. These links enable some students to develop their leadership skills through running sports events as part of the Junior Sports Leadership Award.

36. The community provided valuable support to the sports college bid by providing sponsorship for the school. The school provides local people with a centre for adult education and plans for a community sports centre are well advanced. In addition the school is about to run courses for members of the community to gain the sports leadership award. The school has good links with the business community that benefit students. For example, business mentors support students in Years 10 and 11, and have been successful in motivating students in their last two years at school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good** overall, and the headteacher exercises excellent leadership. The governing body is very knowledgeable and supportive and takes a full part in planning the school's future.

### **Main strengths**

- Leadership by the head teacher is outstanding
- Management is very good throughout the school
- The governing body is very effective in supporting and guiding the school
- Subject departments are very well led and managed
- The school has successfully achieved specialist sports college status

### **Commentary**

37. The head teacher is very ambitious for the school and has a very clear vision and unremitting drive for improvement, which is shared by all staff. The school is oversubscribed and is held in very high regard by parents, students and the community. The drive for sports college status reflects the vision, and the application was extremely well led and managed by senior staff. As a result, the application was successful and the status is already having a very positive effect on the school.

38. Strategic planning is excellent, involves staff at all levels, as well as governors, and is monitored very closely. Senior managers have clearly identified roles and responsibilities and are a very effective team in supporting the head teacher. Communication is very open and the school is very receptive to new ideas, which is helping to improve the achievement of students. Everyone is valued and respected and there is a real feeling that everyone can make a difference. The curriculum is reviewed annually and involves consultation between the headteacher, senior managers and the governors. This effective system of review has resulted in successful initiatives, such as the implementation of the National Key Stage 3 Strategy, improvements in the use of assessment and the expansion of useful links with primary schools.

39. The governors are extremely knowledgeable, and share the school's high ambition and vision and are fully committed to the school. One governor said, 'It is a joy to be involved with the school.' Governors bring a wide range of professional expertise to their roles, and this immensely benefits the school. They are very forward thinking and play a very important part in the process of school improvement, planning and monitoring. Governors work very closely with staff and act very effectively to challenge the school, with its best interests at heart. They are organised into very effective committees which have very good links and relationships with senior managers and departments. For example, the curriculum committee uses a system of presentations from

departments to review progress in their annual planning. Governors are involved in departmental development planning and observe lessons. This ensures that they are very well informed of the strengths and weaknesses of the school, conversant with its priorities, and can monitor targets very closely. The governors are very aware of the advantages that specialist sports college status brings to the school and were fully involved in the application process. However, they do not entirely fulfil their statutory responsibility, as citizenship is not fully in place.

40. Leadership is a strength in many subject departments. Most departments are very well managed and work together well as teams. They share the vision for improvement and monitor students' achievement well. Working relationships are excellent and lines of communication are very clear. The temporary shared leadership in art is enabling the subject to develop well.

41. Procedures for monitoring and evaluating teaching and learning are rigorous and effective. The line management structure indicates very clearly who will monitor each member of staff. Detailed records are maintained to show the outcomes of lesson observations and other forms of monitoring, and these form the basis for the provision of training opportunities. The professional development that is available provides a balance between realising school priorities and providing for the development needs of individual members of staff. All members of staff have regular opportunities for training. The school is strongly committed to providing initial teacher training and genuinely welcomes the fresh perspectives that student teachers bring to the school. The shared team ethos and commitment that are major strengths of the school mean that teachers are attracted to the school and more easily retained than is often the case.

42. The school finances are very well managed and there very are clear links between the priorities for school improvement and financial decisions. The principles of best value are central to educational decisions and the use of school funds, as exemplified through the recent purchase of a new minibus and ground maintenance services.

## Financial information

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

Income and expenditure (£)	
Total income	1984900
Total expenditure	1959560
Expenditure per student	3071

Balances (£)	
Balance from previous year	55320
Balance carried forward to the next	25340

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

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

#### ENGLISH AND MODERN FOREIGN LANGUAGES

##### English

Provision in English is **very good**.

##### Main strengths and weaknesses

- Teachers have excellent subject knowledge; they work together as an enthusiastic and committed team and make lessons enjoyable as well as productive
- Relationships between students and teachers and amongst students are very good
- Students have positive attitudes to learning in lessons and behaviour is very good
- Students have well-developed discussion skills and collaborate purposefully with each other
- Where learning support is available, students with special educational needs make very good progress
- The percentage of A\* grades at GCSE is lower than in similar schools

##### Commentary

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

Leadership	Very good
Management	Very good
Progress since previous inspection	Good

##### Examination results

43. Results in national tests at the end of Year 9 are very high and excellent when judged against students' prior attainment. GCSE results in 2003 were well above the national average in both English and in English literature. The boys do well compared with boys in similar schools, but the girls do even better. Results show that the numbers of students gaining A\* grades in English was below that in English literature and below the national average.

##### Standards and achievement

44. Students' standards are above average when they enter Year 7. In Years 7 to 9, standards in lessons are well above national expectations. Students write with interest and fluency, developing their ideas with imagination. Written work is varied in character and includes story, description, argument, poetry and drama. Students read with very good understanding and respond very well to challenging texts, such as 'Macbeth'. Higher-attaining students show that they can write excellent creative work in character, such as an election speech written as Ralph in 'Lord of the Flies'. Students of all abilities develop their skills in speaking and listening very effectively. They make skilful use of ICT to produce lively book reviews and information brochures, such as those describing the cultures of indigenous peoples of the world. Discussions are of a high standard. Students collaborate with confidence, showing that they know how to respect other people. They challenge each other's views constructively and are very supportive of each other.

45. In Years 10 and 11, students continue to develop their written work in response to challenging literary texts. Work on 'Jane Eyre' showed a sensitive awareness of the historical and social

background to the novel and an ability to engage with the moral issues such a text presents. Work on First World War poetry allowed students to make connections with contemporary debate about war in Iraq and films such as 'Saving Private Ryan'. Students respond positively to an approach which makes the work relevant to their own lives. The ability of students to develop their own ideas in literature is excellent. Almost all students, including those with special educational needs, achieve very well. In the case of the few less well motivated and less organised writers, the very good achievement results from the teachers' careful tracking that ensures that their writing folders are properly maintained and organised.

### **Teaching and learning**

46. Teachers have excellent subject knowledge. Good planning ensures that the interest and concentration of the students are sustained. Opportunities are provided for students to work together and independently as well as in whole-class activities. Marking and assessment identify next steps for learning so that students know what they must do to improve. Teachers work closely with teaching assistants so that students with special educational needs receive very good support. At times, writing tasks are too tightly defined to allow gifted students the freedom which they need to achieve excellence. Students' attitudes in class are very positive. Behaviour is very good. Students enjoy lessons and are strong, active learners, participating enthusiastically in a wide range of activities.

### **Leadership and management**

47. Teachers work together as an enthusiastic, committed and well organised team. New staff receive outstanding support and professional development within the department. The quality of teaching is developed through regular monitoring. Policies are up-to-date and systematic implemented to ensure consistent practice across the subject. Administration is efficient, including the management of accommodation and resources. The head of department has clear ideals for future development, including further incorporation of the National Literacy Strategy in lessons and making a firm contribution to specialist college status through devising learning activities which make more use of movement and drama.

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

48. Standards of literacy are very good across the school. Subjects other than English make a positive contribution to developing and maintaining these high standards. Literacy is energetically led. The school has a good policy and it has identified clear priorities to develop all students' skills in literacy. Literacy progress units are taught to those students who need additional support. An excellent monthly programme of poster display in classrooms and corridors keeps literacy at the forefront of the minds of both students and staff. Students read with fluency and understanding in all subjects and a wide range of writing of very good quality is produced across the school. Physical education, music, design and technology, geography and science are maintaining a particularly sharp focus on literacy, making sure that students are familiar with key words in each subject and giving opportunities for reading, writing and discussion in lessons. The many opportunities for discussion and debate help to shape the very good skills in speaking and listening that are a feature of the school.

### **English as an additional language**

49. Only a small number of students in the school have English as an additional language, but their needs are given careful attention. The school has access to specialist support and interpretation services from the local education authority. When students arrive in school their needs are assessed in consultation with parents. Parents' views are carefully considered when decisions about provision are made. Useful information is forwarded to teachers to assist these students, and further help is given by teaching assistants. Students who have English as an additional language particularly value the support of other students who also help them to follow instructions and to make good notes. As a result of the support and respect that they are given by the school community as a whole, the achievement and progress of children with English as an additional language are as good as that of the other students in the school.

## Modern foreign languages

Provision for modern foreign languages is **very good**.

### Main strengths

- Very good leadership has established high standards in all areas of the work of the department
- The curriculum is carefully geared towards promoting high achievement
- Teaching is very good and students learn very effectively
- Assessment and guidance systems support students' progress exceptionally well
- Relationships are very good and students work hard to succeed

### Commentary

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

Leadership	Very good
Management	Very good
Progress since previous inspection	Very good

### Examination results

50. Standards indicated by teacher assessments at the end of Year 9 have risen continuously and are now well above average. GCSE results in French, German and Spanish are high.

### Standards and achievement

51. Students achieve very well in all years. Elements of the GCSE syllabus which are incorporated into the schemes of work in a progressive way from Year 7 accelerate their progress and equip them with the skills and confidence to make a successful transition to more demanding work in Years 10 and 11. Skills are developed and assessed systematically. Sophisticated techniques to promote students' competence in reading are employed in Years 10 and 11 and this helps students develop their thinking and acquire a wide vocabulary. A significant focus on oral work enables students to practise and improve their command of linguistic structures through dialogues and expert teacher questioning. They speak fluently, although the pronunciation of boys is not yet as careful as the girls'. By Year 9, higher- and middle-attaining students have already consolidated a suitable range of tenses to enable them to gain Level 6. Lower-attaining students benefit from very good guidance and encouragement which motivates them to succeed. ICT skills are not systematically developed as access to facilities is not available regularly enough.

### Teaching and learning

52. Teachers expect students to behave very well. Students respond well to this challenge as they respect the dedication, commitment and exceptional support provided for their learning. This creates a strong climate of trust and purposeful work ethic on their part. Very good relationships are reinforced as teachers and students are constantly interacting with each other in question-and-answer sessions and oral assessments. Every aspect of students' work is closely monitored. As a result, students are aware of teachers' challenging expectations, work hard and learn effectively. The clarity of explanations, whether in the foreign language or English, ensures they understand the work at all points in the lesson. Where lessons are planned in accordance with the recommendations of the National Key Stage 3 Strategy, learning is particularly good. Students develop well as independent learners through self-assessment and personal target-setting. These, combined with

helpful marking and assessment, clearly linked to examination requirements, ensure that students are well aware of standards and how they can improve further.

### **Leadership and management**

53. Leadership is self-critical, receptive to new ideas, leads by example and is focused on achievement. The high quality of support being provided to new staff is re-building a strong sense of teamwork. All aspects of the work of the department are thoroughly organised and evaluated to ensure quality and consistency in practice. Improvement since the last inspection has been substantial as all elements of relative weakness, with the exception of ICT, have been removed. Standards have continued to rise.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths**

- Standards are well above average and students achieve very well
- Teaching is very good overall with some examples of excellence
- The teachers have high expectations of students' standards of work and behaviour
- Strong leadership has ensured innovative courses and a steady improvement in test and examination results
- Students skilfully engage in mathematical discussions, which improves their understanding
- Good relationships between students and teachers strongly motivate students

### **Commentary**

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

Leadership	Very good
Management	Very good
Progress since previous inspection	Very good

### **Examination results**

54. In 2003, the national test results at the end of Year 9 were well above the national average and were very high compared with those of schools with similar prior attainment. Over the course of the last five years, the GCSE results have consistently been well above the national average. At the end of Year 10, in 2003, 77 per cent of students took GCSE in statistics, of whom 79 per cent gained A\* to C grades. Boys and girls achieve similarly.

### **Standards and achievement**

55. Current standards are well above average in Year 9, and students' achievement is very good. The achievement of students in lessons is very good because teachers take account in their planning and teaching of the differing abilities of students in the class. This was particularly evident in a lesson where a group of Year 9 students investigated the connection between the perimeter of a plane figure and the area it encloses. Here the teacher used investigational methods which allowed the students to extend the problem to reflect their individual abilities. All students achieved very well and were actively engaged in learning throughout the lesson.

### **Teaching and learning**

56. Students respond well to teaching techniques using question and answer, and teachers make good use of praise and encouragement to stimulate students' enthusiasm. During lessons, students are often called upon to discuss their mathematics with the teacher and with other students in the class. They are also asked to say what they think will happen in a particular situation and to form hypotheses. A good example of this occurred in Year 7 lesson, when students were asked to say what they thought would happen to the size of a vulgar fraction if its denominator was increased and to give a general rule to support their beliefs. This helped them to gain an appreciation of what a fraction actually is.

57. In some lessons, excellent teaching was observed. In one, which tackled the difference between theoretical probability and that which occurs in practice, the teacher used a wide range of teaching strategies, including practical work, theory work, group work, to develop students' understanding. As a result, new ideas were learned and consolidated and students' literacy skills were enhanced through the accurate use of technical language. These different approaches were combined with excellent classroom management skills and students' interest was easily maintained. At the end of the lesson, the students understanding had been conspicuously developed. Relationships between teachers and students are very good which encourages students to work hard. The students have confidence in their teachers and there is mutual respect. This results in a stimulating ambience within the classrooms and students feeling confident to tackle difficult questions without fear of ridicule if they make mistakes. For instance in a Year 11 lesson students were happy to suggest ways of simplifying complex algebraic expressions and to have other students, and the teacher, discuss the merits of their ideas.

### **Leadership and management**

58. As a result of very good leadership and management, standards are rising and the achievement of students in lessons is very good. The director of mathematics provides very strong leadership. He leads a committed and mutually supportive team of teachers who constantly seek ways to improve their teaching and the opportunities offered to the students. Classrooms are attractive environments for learning and are located in good accommodation that encourages close collaboration between teachers. Innovations, such as students in Year 10 entering the GCSE statistics examination, have provided a valuable breadth of opportunity. Results and the quality of teaching have risen since the time of the last inspection.

### **Numeracy across the curriculum**

59. Standards of numeracy across the curriculum are good. An audit of the use of mathematics across the curriculum has been carried out. A helpful briefing document, 'Numeracy – a guide for subject directors', has been drafted to promote the greater development of numeracy. Several examples of numeracy being used in different subject areas were observed. For instance, a very good use of number was seen in French. In this Year 11 lesson the students had to carry out a survey in French of the amount of time they spent watching television. Students then calculated the arithmetic mean of the data. In science, students collect and present data, interpret graphs and use formulae well. In geography they produce scatter graphs to show the relationship between the wealth of a country and the quality of life. In design and technology, students use their numeracy skills well to weigh and measure, produce two and three dimensional drawings and present data from surveys.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Very good teaching results in very good learning and achievement by the students
- Standards at the end of Year 9 and Year 11 are well above average
- Very good tracking arrangements are used for monitoring students' progress and identifying underachievers
- A wide range of teaching and learning styles maintains students' interest
- Reports do not contain enough specific detail on students' attainment and progress



## Commentary

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

Leadership	Very good
Management	Very good
Progress since previous inspection	Very good

## Examination results

60. Results in national tests at the end of Year 9 were well above average in 2003 and were well above those of similar schools. Overall, science results, combining results from double award and separate sciences, were well above average, but results at GCSE in double award science were average and students performed less well than in most of their other subjects.

## Standards and achievement

61. By the end of Year 9, standards are well above average. Students develop well in the skills, knowledge and understanding related to the subject. They write word equations for chemical reactions and attempt symbol equations. They respond very well to the learning opportunities presented. Progress and achievement are very good. By the end of Year 11, students understand genetic crosses, and calculate percentage yields and the relationship between charge, current and time. They successfully tackled a practical problem-solving task to identify the correct equation for a reaction from the reacting masses.

## Teaching and learning

62. Teachers have good subject knowledge and give explanations that are clear. Questioning is used very effectively to elicit students' ideas and to make them think. For example, in a Year 8 class, students were asked to explain why some objects in a room feel cold while others feel warm. Teacher-student relationships are very good and students are confident to answer questions, offer opinions and ask questions. In most lessons, teaching methods offer very good levels of challenge and a good variety of activity. A wide variety of teaching and learning approaches is used, and this motivates and interests students. Methods include practical activities, problem-solving, data interpretation, sequencing and matching activities, video, modelling, model making, mind-mapping, concept cartoons, poster displays, demonstrations and CASE (Cognitive Acceleration through Science Education). This provided them with an excellent learning opportunity. Overall, however, extended discussion and research were not used enough in lessons observed. The use of ICT is constrained by a lack of resources. The regular use of word walls and key words makes a good impact on the development of students' literacy. Good assessment arrangements involve students in evaluating their own work and setting themselves targets, which considerably benefits their learning. Work is marked regularly but there is variation in the depth of comments.

## Leadership and management

63. The department maintains a clear focus on raising standards by constantly refining the quality of teaching. The Key Stage 3 Science Strategy is having a clear impact on students' achievement. The department works well as a team is effective teamwork. The curriculum in Years 10 and 11 is very good, with separate sciences, double award science, single award science and applied science all being offered. Significant enrichment of the curriculum is provided through the Eco-Schools project. The science department recently made a good contribution to cross-curricular business initiatives on candle-making and tie-dyeing. On the whole, reports do not contain enough detail on students' attainment and progress.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Good programmes of work in Years 7 to 11, which provide students with access to most aspects of the National Curriculum
- Students achieve well as a result of good teaching
- The new examination course in Year 10 is helping to raise standards
- Insufficient coverage of measurement and control aspects of the National Curriculum
- Assessment does not provide consistent enough guidance on how students can improve their work

### Commentary

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

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Examination results

64. In 2003, teacher assessments at the end of Year 9 were above average. There has not been a certificated ICT course in Years 10 and 11. However, the results for office applications and business applications, which contain a significant amount of computer use, have been above average.

### Standards and achievement

65. Students develop computer skills in most of the areas required by the National Curriculum. Knowledge and skills are developed progressively, which leads to good achievement. Well-planned programmes of work enable all students to develop their word processing skills and use spreadsheets, databases and graphics programmes. Students carry out research using the Internet and other information sources and have a good introduction to presentation programmes. Students enjoy using computers. Current work in the Year 10 short GCSE course, which is to be examined in 2005, is good. Year 11 work, which is to be certificated by the school in 2004, indicates that students are developing the required skills well. In Years 10 and 11, students are beginning to produce individual work of good quality in their ICT coursework and their computer-based work in other subjects. The highest-attaining students use their skills very effectively indeed.

### Teaching and learning

66. Teaching and learning opportunities are well structured. Teachers use a good range of teaching methods, and use their expertise effectively for whole-class demonstrations. Students are well supported individually. Students behave very well in lessons because they enjoy them. Students of all abilities show good levels of concentration and commitment to their work. They are confident learners and explore and use features of computer programs very effectively. Marking is often good, but inconsistent in the quality of guidance it gives on how students may improve their work. Assessment procedures are sometimes over-generous.

## Leadership and management

67. Current schemes of work are well designed to enable students to develop their skills methodically and progressively. These schemes are being thoroughly revised to incorporate the recommendations of the National Strategy. Day-to-day management of the subject is thorough. The one specialist teacher is providing good support for the team of non-specialist ICT teachers, and is enabling them to teach effectively. Accommodation for specialist ICT is good and resources are currently satisfactory and about to be increased.

## Information and communication technology across the curriculum

68. Students have satisfactory opportunities overall to develop their ICT skills. Evidence of the effective use of ICT for course work and research was noted in English, science, history, geography and design and technology. In other subjects, opportunities, though included in subject planning, are more limited in practice because access to computer suites is limited. Cross-curricular use of computers has undergone considerable development recently, but a lack of monitoring of use of ICT in other subjects means that students' skills are not yet developed methodically. The school has firm plans to extend provision in the near future.

## HUMANITIES

### Geography

Provision in geography is **good**.

### Main strengths and weaknesses

- The effective feedback and guidance that teachers give to students helps them to achieve well
- The department is well organised and has maintained a good rate of improvement
- Work to meet the needs of the highest-attaining students is not as well planned as that for the lower-attaining students

### Commentary

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

Leadership	Good
Management	Good
Progress since previous inspection	Good

## Examination results

69. GCSE results were well above average in 2003, with a well-above-average proportion gaining A\* or A grades. As in previous years, all students gained at least a G grade, and the proportion gaining A\* to C was higher than in 2002. Teacher assessments of students' standards at the end of Year 9 were well above average in 2003.

## Standards and achievement

70. By Year 9, the great majority of students have a thorough knowledge of places and understanding of ways in which they relate to each other. This is shown for example, in work in which students examine the production and marketing of designer clothing sold in the United Kingdom and contrast the profits made by transnational companies and Asian producers. Almost all Year 11 students are currently attaining above-average standards, when for example, making

reference to knowledge of the structure of the earth, to explain the causes and effects of the volcanic eruptions in Montserrat.

### Teaching and learning

71. Teachers clearly identify learning objectives and explain tasks so that students are clear about what they have to achieve. They make good use of topical events, such as recent developments in the travel industry, to illustrate geographical themes. This encourages students to take an interest in news and to learn independently outside the classroom. Particularly in Years 10 and 11, students receive very constructive guidance to help them organise their work and plan improvement to ensure that they achieve well in the GCSE. Teachers enhance the value of marking by explaining to classes how marks relate to examination requirements. Occasionally, marking is less helpful, because it focuses more on presentation and effort than on geographical standards. Frequent opportunities are provided for students to improve and apply their literacy and numeracy skills by, for example, writing poems about geographical events or creating graphs to show the relationship between national wealth and the quality of life in developing countries. Teachers often provide additional resources to help lower-attaining students achieve well. Provision that stretches higher-attaining students is not provided as consistently, which results in some under-achievement amongst these students.

### Leadership and management

72. As a result of effective line management, the monitoring and evaluation of teaching and learning are systematic and constructive. The curriculum provides a good range of learning opportunities. Fieldwork makes an effective contribution to students' learning, by providing good opportunities for students to develop their skills in independent and collaborative investigation. The department is strongly committed to contributing to students' awareness of citizenship and moral issues by, for example, by encouraging GCSE students to consider the extent to which local government policies on urban land use and transport are environmentally sustainable. Although the department is committed to ICT as a valuable means of furthering the study of geography, plans are not always implemented, due to difficulty in gaining access to computer rooms. GCSE results have improved since the last inspection.

### History

Provision in history is **good**.

### Main strengths and weaknesses

- Teaching effectively guides students to improve and achieve well
- GCSE results have improved, and particularly those of boys
- Although planning succeeds in generating interest and effort, a few students sometimes work less hard than they should lower
- Lower-attaining students are well challenged, but this is not always the case for the highest-attaining students
- Assessment and marking are generally good, although more systematic monitoring of these is needed in Year 9

### Commentary

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

Leadership	Good
Management	Good

Progress since previous inspection	Good
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## **Examination results**

73. GCSE results were well above average in 2003. As in previous years, all students gained at least a G grade. The proportion of students gaining A\* to C grades was significantly higher this year than in 2002. This was mainly because boys, who have sometimes underachieved in previous years, secured better grades. Teacher assessments of the standards of students at the end of year 9 were very high in 2003. The evidence from the work of current students indicates that these were an overestimation.

## **Standards and achievement**

74. Most students in Year 9 are working above expected levels. This is clear in well written work which demonstrates both a general knowledge of the causes of the First World War and a detailed understanding of the significance of rivalries between the great powers. Year 11 students interpret historical sources very well to draw conclusions about the past, for example when investigating the connection between mediaeval public health practices and the outbreak of the plague.

## **Teaching and learning**

75. Most lessons are well planned, with a variety of activities to help students to maintain their interest and concentration. Activities often focus effectively upon helping students to improve their skills in using evidence and understanding of the different ways in which events have been interpreted. For example, in a Year 8 lesson, students considered the reliability of portraits as evidence of the agricultural revolution. Occasionally, activities are less imaginative and effective, for example when students copy from books. Students receive much helpful feedback on how well they have carried out tasks and guidance on how to improve. This occurs, for example, through informative marking and when teachers explain the criteria for achieving well in relation to National Curriculum and GCSE criteria. In a Year 11 lesson, students beginning their final revision were given good guidance on how to ensure that this would be productive. Teachers usually question well, to check how well students are learning and encourage participation by welcoming and praising contributions. Lower-attaining students receive good support, often using materials specially designed for them. Some higher-attaining students are not consistently as well challenged, which leads to some underachievement.

## **Leadership and management**

76. The school and the department have managed a recent period of illness of key members of staff effectively to minimise the impact upon the achievement of students. The subject is well organised, with good procedures for assessing students' progress, although assessments at the end of Year 9 are not closely enough related to national curriculum levels. Leadership has succeeded in securing good improvement since the last inspection, particularly in the standards and achievement of students in Years 7 to 9. The progress of students with special educational needs has been enhanced by the improved use of resources.

## **Religious education**

Provision in religious education is **very good**.

## **Main strengths**

- Students attain very good GCSE grades
- Standards of questioning and discussion are very high
- Planning takes very good account of the range of abilities within a class
- Planned developments for religious education are of very high quality
- Both specialist and non-specialist teaching is very effective

## Commentary

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

Leadership	Very good
Management	Very good
Progress since previous inspection	Very good

## Examination results

77. A substantial proportion of the Year 11 students take a short GCSE course in religious education. Results in 2003 were very good, with many students gaining A\* to C passes. Figures for national comparison of short courses are not yet available.

## Standards and achievement

78. Students gain a thorough understanding of the topics they study. In Years 7 to 9, they acquire substantial factual knowledge about Christianity and other religions. Students' speaking skills are well developed. By Year 9, they evaluate evidence thoughtfully. In a balloon debate, they compared the relative importance to society of individuals, such as a monk, a teacher and a civil rights campaigner, giving carefully reasons for their judgements. By Year 11, students gain a detailed factual knowledge of religions. A high level of debate and a readiness to evaluate fairly views other than their own gives them a very good understanding of the need to avoid prejudice in social and moral issues, such as gender orientation.

## Teaching and learning

79. The challenging teaching that students receive ensures that they learn at a fast pace. Lessons contain interesting topics and well-chosen resources that interest classes. Questioning is a particular strength of the teaching. Teachers draw in all students, not just volunteers, and challenge higher-attaining students by asking them to justify or elaborate on their views. As a result, all students develop very good listening skills and sustained concentration. Lessons are carefully structured with a good variety of whole-class and group activities and individual work. Strict deadlines ensure that no time is wasted. In response to this, students' learning is very good. Classes often work in a self-imposed silence, concentrating hard on the task in hand. All these strengths were present in an excellent lesson, where Year 7 students compared an excerpt from The Simpsons with an account in the style of a news broadcast, both dealing with the Exodus of the Jews from Egypt. Through this exercise, students made great strides in learning how to test the validity of evidence, and they enjoyed the experience. Relationships are excellent. Lessons take place in an encouraging atmosphere of praise and support. Students receive carefully-targeted assistance when working individually. Year 11 lessons are carefully organised to engross both those students intending to take the GCSE examination and those for whom religious education is a non-examination subject. The formal and informal assessment of students' work is very thorough and constructive.

## Leadership and management

80. The subject leader is in her first year in the school and has reviewed all aspects of the subject and compiled a detailed agenda for developing provision. Schemes of work are being thoroughly revised. Those completed so far are of high quality. They contain challenging subject matter and excellent opportunities for the development of students' literacy, their spiritual, social, moral and cultural understanding, and their knowledge of citizenship and the appropriate use of ICT. Teaching and learning are carefully calculated so that they challenge students over the whole ability range

appropriately, and are well suited to their intended age group. Good liaison amongst the teachers ensures that the small amount of non-specialist teaching is of high quality. Resources are inadequate overall, and particularly so for teaching world religions because of a shortage of artefacts. Although the majority of teaching takes place in a mobile classroom, the use of display material of high quality has transformed the room into a stimulating learning environment. The accommodation is too restricted for some group activities to be attempted, which inhibits students' learning. All aspects of provision have significantly improved since the last inspection.

## TECHNOLOGY

### Design and technology

Provision in design and technology is **good**.

### Main strengths and weaknesses

- Teachers' very good subject knowledge and skills are used very well to stimulate students' learning
- Students have very positive attitudes to their work which enhances their learning and achievement
- The use of computers is developing well
- The development of students' literacy and numeracy skills through the subject is not sufficiently planned

### Commentary

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

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Examination results

81. Teacher assessments at the end of Year 9 were above the national average. In 2003, GCSE results continued to be well above the national average for A\* to C and A\* to G grades. The proportion of students attaining A\* and A grades was well above the national average. Both girls and boys did better in design and technology than in most of their other GCSE subjects. Results in food and graphics were particularly high.

### Standards and achievement

82. By the end of Year 9, students develop a good range of designing and making skills and their achievement is very good when compared to their standards on entry to the school. Students become skilful in researching and analysing existing products and develop their own design ideas very well through to the final product. Students develop a good range of practical skills when using a variety of materials, components and ingredients. Lower-attaining students' achievement is enhanced by the good level of support they receive. Higher-attaining students produce good quality folders, which show greater depth of knowledge, understanding and higher levels of recording skills. There is increasingly good use of computers for presenting work and engaging in computer-aided design and manufacturing. Design folders include a good range of graphical techniques.

## Teaching and learning

83. Teachers are very experienced and courses are very well designed. A good range of learning activities captures the interest of all students. Teachers' expectations of behaviour and performance are high. Students are attentive, concentrate well and develop very good working relationships and practices. In Years 10 and 11, teachers structure programmes of work very well because they are well informed about the requirements of the examination requirements. They have very good technical knowledge and this enables them to demonstrate new skills and provide good individual support in lessons. The pace of learning is good and time is used well. Students' attitudes are very good. They cooperate very readily, show interest in the tasks set and demonstrate good levels of concentration in both design and practical work. Many spend a lot of time in presenting their coursework to a high standard and homework is used very well to reinforce learning. Marking and assessment procedures are thorough and encourage students to improve their work.

## Leadership and management

84. Close cooperation amongst the team of experienced teachers enables the department to provide a balanced curriculum, maintain high standards and sustain very good achievement throughout the school. Departmental documentation provides good central support for programmes of work but is not clear enough about how literacy and numeracy are to be developed through the subject. The head of department, together with the rest of the staff, has created a very supportive learning environment. The work both of teachers and students is carefully and effectively monitored and supported. Accommodation and resources are satisfactory overall because teachers make the best use of what is available.

## VISUAL AND PERFORMING ARTS

### Art and design

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

### Main strengths and weaknesses

- Teaching is knowledgeable and challenging, and some is inspirational
- Students' work is celebrated in very good displays around the school
- Accommodation is unsatisfactory; it is cramped with too little storage space
- Unsettled leadership has adversely affected the continuity of students' work

### Commentary

	Year 9	Year 11
Standards	Above average	Above average
Achievement	Very good	Good
Teaching and learning	Very good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Examination results

85. Results in the GCSE examinations and national tests at the end of Year 9 in 2003 were above average. Boys' results were well above boys' results nationally and represent a significant improvement since the last inspection. The subject is popular, but GCSE students did not do as well as in most other subjects.

## **Standards and achievement**

86. The standard of work seen confirmed the good examination results. Students work on a variety of scales in drawing, painting and three-dimensional work. Higher-attaining students in Years 10 and 11 have the confidence to experiment with different media. They develop good visual language and can discuss their work critically. Their workbooks show thoughtful investigation and a creative exploration of ideas. Many GCSE students, however, lack self-belief and regularly seek reassurance from their teachers. In part, this is the result of the lack of continuity in teaching over the last four years which has left gaps in students' learning. Nevertheless, a life drawing session organised recently for Year 11 students produced excellent results. Some of the ceramic heads produced by Year 10 after a visit to the National Portrait Gallery in London are outstanding. Students' very good recent achievement is the result of very good teaching and a new course introduced this year. Studies in sculpture by the younger students reach very high standards. With sensitive teacher help, lower-attaining students persevere with tasks and produce work of which they are proud. Students' use their sketch books well in class and for homework although this does not include enough art-specific vocabulary and written personal response.

## **Teaching and learning**

87. All the teachers are part time and give generously of their time, bringing with them considerable experience and expertise which the students appreciate and respect. Teachers encourage students to experiment and solve problems, and this has met with a very good response from the younger students who are learning quickly as a result. The imaginatively-planned course in Years 7 to 9 is already raising standards because it consolidates and extends skills and knowledge in each unit and across each year. Teachers introduce students to a wide range of artists and art movements and to a variety of western and non-western cultures, all of which are linked to the students' work. Students do research using the Internet and use department books, but there are insufficient books available in the school library for wider topics. Resources are limited, and unsatisfactory accommodation restricts work and storage. Technical support is available but not used to best effect.

## **Leadership and management**

88. Leadership of the subject is shared at present. Although staffing has undergone many recent changes, the teachers ensure that the department functions well on a day-to-day basis. A positive start has been made in planning and in adopting common strategies in marking and assessment. Colourful, well-displayed students' work makes a significant impact around the school. Since the last inspection, the introduction of three-dimensional work has been a particularly impressive development.

## **Drama**

Provision in drama is **very good**.

## **Main strengths**

- Teachers' subject knowledge is excellent and they give clear explanations and demonstrations
- Very good relationships between teacher and students results in students being strongly motivated
- Students are very good at self-evaluation and peer assessment
- Extra-curricular drama provides very good opportunities for students to develop their skills further

## Commentary

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

Leadership	Excellent
Management	Very good
Progress since previous inspection	Very good

## Examination results

89. GCSE results in 2003 were above the national average.

## Standards and achievement

90. In Years 7 to 9, students are working in drama lessons at a standard well above national expectation. The current achievement of students is very good. All students make strong progress in lessons, showing a wide range of practical skills. In Years 7 to 9, both boys and girls show excellent attitudes to learning. They express themselves with confidence, work together productively, and sustain roles in extended improvisations. Through role play, they show great understanding of others and awareness of social and moral issues, such as those affecting the homeless. In Years 10 and 11, students evaluate their own work and comment constructively and helpfully on the work of others. Performances are confident. Students improvised with imagination and demonstrated good control of voice, gesture, movement and mime techniques in devising an ensemble performance piece on the theme of 'Tourism in Paris'. Critical analysis of performance is very good. Students from the audience give constructive advice to performers and readily celebrate the achievement of others. Collaboration in group activities is very good. Students show enthusiasm and energy, yet retain concentration and demonstrate good behaviour. Students are well prepared to progress to further study having a good grounding in the practical aspects of the subject. In practical skills, boys attain high standards in line with girls, but girls' written work is of a more sustained high quality.

## Teaching and learning

91. Teaching is consistently very good and is sometimes excellent. Teachers' subject knowledge is excellent. Thorough planning and sequencing of activities drive learning at a brisk pace. Teachers give clear explanations and demonstrations, which motivate the students well. Assessment is positive and supportive, yet it identifies key learning points for improvement. Coursework is closely monitored so that all students are challenged to reach out for the best grades possible. The very good relationships between teachers and students result in students being strongly motivated. Boys and girls of all ages work with independence and maturity.

## Leadership and management

92. Leadership of the subject provides an ambitious and challenging learning experience which captures the imagination of the students who opt in increasing numbers to take drama as a GCSE subject. Extra-curricular drama provides important opportunities for enjoyment and enrichment for a significant number of students across the school. School productions are popular and are of a very high standard. The curriculum is well matched to the abilities of the students and the subject builds on and contributes to learning in English and in other subjects across the school. The drama studio is not always available for classes in Years 7 to 9, and this does not give all younger students an equal chance to develop their practical skills in a specialist setting.

## Music

Provision for music is **good**.

### Main strengths and weaknesses

- The quality of teaching is good
- Assessment procedures are very thorough and make it clear to students what they have to do to improve
- Extra-curricular activities provide a good range of additional opportunities for developing students' skills and interests
- Accommodation is unsatisfactory for present needs and restricts achievement

### Commentary

	Year 9	Year 11
Standards	Above average	Above average
Achievement	Very good	Good
Teaching and learning	Very good	Good

Leadership	Very good
Management	Good
Progress since previous inspection	Good

### Examination results

93. GCSE results for the small number of students who have taken the examination over the past two years have been well above average. Standards indicated by teacher assessments at the end of Year 9 in 2003 were above average.

### Standards and achievement

94. Standards in Year 9 are above average and students achieve very well. Students perform and compose well and have above-average understanding of musical terms. The emphasis on literacy encourages students to speak and write about music fluently. GCSE students perform and compose very well and demonstrate good understanding of musical form and structure. They have a good command of musical vocabulary and analyse musical styles perceptively.

### Teaching and learning

95. Teaching is good across the school and very good in Years 7 to 9. Lessons are well-planned and move at a good pace, although occasionally a few students who lack concentration interrupt the flow of the lessons. Students respond well, collaborating constructively with the teacher and each other. In Years 10 and 11, teaching is good in terms of planning and organisation, although more detailed musical advice is needed to challenge higher-attaining students. Students work with sustained concentration, both individually and in small groups and learn effectively. A good range of extra-curricular activities, including a jazz group, concert choir, concerts and productions, provides students with good opportunities for developing their individual musical interests. In addition, a link with local adult choir for occasional joint activities provides a good opportunity for social and cultural development.

### Leadership and management

96. The good schemes of work cover a broad range of musical styles and traditions, with further worthwhile developments planned. As a result of option changes, numbers taking GCSE music are growing. Twenty-three students are currently taking music Year 10. At present, 102 students take extra-curricular instrumental and singing lessons. This provision is well managed. Assessment

procedures are excellent and include regular target setting both for individuals and small ensembles at the end of each unit of work. Resources are satisfactory and there is a good range of instruments for classroom use. The department does not have the resources to incorporate computer-based work within the music curriculum. Accommodation is unsatisfactory, particularly for the small ensembles that need to rehearse and record in connection with examination requirements.

## Physical education

Provision in physical education is **excellent**.

### Main strengths

- Leadership is excellent and the department is very well managed
- The teachers are very knowledgeable and ensure that students achieve very well
- Standards are well above average in GCSE examinations
- Students display very good, often excellent, attitudes and behaviour
- Participation rates in extra-curricular activities are excellent

### Commentary

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

Leadership	Excellent
Management	Very good
Progress since previous inspection	Very good

### Examination results

97. In the 2003 GCSE examination the standards were well above average. Students achieved as well in physical education as they did in their other subjects. Standards in teacher assessments in Year 9 in 2003 were above national expectation.

### Standards and achievement

98. Current standards in Years 7 to 9 are above average and achievement is very good as many students enter the school below average in some activities. Students know the reasons for warm up, the names of muscles and the effects of exercise on the heart. They can dribble, jump stop, pivot and pass accurately in basketball and show control as they play drop shots in badminton. Standards are well above average in GCSE theory. Students know the names of bones and use correct anatomical vocabulary and can apply their knowledge of joints in different sports.

Standards in core Junior Sports' Leader Award activities in Years 10 and 11 are very good. Students' achieve extremely well in acquiring leadership skills which gives them confidence in planning and teaching activities to their peers. They have a good appreciation of the quality of the coaching that they receive.

### Teaching and learning

99. Teaching is very good overall with some excellent lessons. Lessons are very well planned with clear objectives which are shared with students so that they know what is expected of them. Teachers have very good knowledge and, consequently, students gain new skills and apply them well in progressive, challenging tasks. The pace of lessons is brisk and this, along with very good organisation of students and space, ensures that lessons flow well. Relationships are very positive. Students are managed very well and, as a result, the atmosphere in lessons is very constructive. Students display very good, often excellent, attitudes and behaviour. They are very keen and

interested, work very well together, answer questions courteously and work with very good physical effort. Teachers produce very good resources. They ask challenging questions ensuring that students learn very well. Students know how well they are doing as a result of very good use of assessment criteria. In some lessons, teachers provide excellent resource sheets for students to evaluate the performance of partners.

### **Leadership and management**

100. Leadership is excellent and the department is very well managed. The school is designated a specialist sports college and has been awarded Sportsmark Gold twice, reflecting the outstanding quality of provision. The curriculum is very good in Years 10 and 11 with the majority of students following GCSE, Junior Sports' Leader or Certificate of Achievement courses. Staff are very committed to providing students with an outstanding range of extra-curricular activities, which are very well attended. There are very good links with primary schools, with a member of staff working with schools regularly. Indoor accommodation is still unsatisfactory, but there are plans for substantial improvements in the near future. The achievement of sports college status has enabled the school to make a significant impact on its own students and those of other school locally. Excellent plans for the further development of provision involve significant initiatives designed to be of benefit to the wider community.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business and communication technology**

Provision in business and communication technology is **very good**.

### **Main strengths**

- Teaching is very good and enables students to achieve very well
- Planning for the course is of a good quality

### **Commentary**

	Year 11
Standards	Above average
Achievement	Very good
Teaching and learning	Very good

Leadership	Very good
Management	Very good
Progress since previous inspection	Not applicable

### **Examination results**

101. In the 2003 examination more than 50 per cent of candidates gained A\* to C grade, but, at present there are no national averages for comparison.

### **Standards and achievement**

102. Students' use computers very confidently and are skilful in practical tasks. They create new databases and interrogate them to find specific information using limited fields. Their computer skills are well developed and they use a variety of applications confidently.

### **Teaching and learning**

103. Lessons are very well planned, with clear objectives that are shared with students so that they know what they are about to learn. The teacher's very good knowledge ensures that students learn

very well and are aware of examination requirements. A good range of tasks ensures that all students achieve very well. Relationships are very good, which enhances students' learning. Tasks ensure that students gain skills and knowledge relevant to standard business practice. The teacher and an instructor provide students with very good support, which enables students to complete challenging tasks successfully and with confidence. Students learn very well and display very good attitudes and behaviour. They listen well, show sustained concentration and answer questions courteously. They work well together and use computers purposefully. They are very interested in their work and enjoy the tasks.

### Leadership and management

104. The subject is very well organised on a day-to-day basis. The course is very well planned, with tasks that interest and motivate the students. Tasks are relevant and closely related to the world of business. Planned developments are realistic and appropriate. Accommodation and resources are very good and increase the efficiency of students' learning. Assessment procedures are clear and give students useful information on their standards and how they may improve them.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Citizenship

Provision in citizenship is **unsatisfactory**.

### Main strengths and weaknesses

- Pupils gain very good incidental experiences in citizenship through the school's excellent ethos
- The allocation of time is insufficient in Years 10 and 11 to cover course requirements
- Assessment procedures are not in place

### Commentary

	Year 9	Year 11
Standards	Below expectation	Below expectation
Achievement	Unsatisfactory	Unsatisfactory
Teaching and learning	Insufficient evidence	None observed

Leadership	Unsatisfactory
Management	Unsatisfactory
Progress since previous inspection	Not applicable

### Standards and achievement

105. The ethos of the school is very good and students display unbidden many qualities of the good citizen. Several substantial initiatives contribute to students' social development and their understanding of citizenship, such as the Eco-Warriors and the new school link with Botswana. Students helped to raise sponsorship to fund specialist school status and the a high proportion of students in Years 10 and 11 take part in the Junior Sports Leadership programme. However, these initiatives are incidental to the planning for citizenship as a subject. As a result, students' awareness of citizenship, especially in Years 10 and 11, is low and the subject does not have a distinctive place in the curriculum. Standards are higher in Years 7 to 9, where there is more time to explore relevant issues. Several topics previously encountered in personal and social education are revisited in greater depth in these years. Nevertheless, progression is inconsistent. In Years 10 and 11, the time allocation is inadequate to ensure proper coverage of the programmes of study.

## **Teaching and learning**

106. Two lessons in Years 7 to 9 which had a citizenship focus were inspected. In these, students developed their speaking well. Teachers' questioning was constructive and relationships with students were good. Many students, especially boys, took full advantage to contribute thoughtfully and sensitively. Students' written work is not systematically planned for nor assessed. Consequently, there is little opportunity to refine their thinking through writing. No evidence for students' learning was provided in Years 10 and 11.

## **Leadership and management**

107. The coordinator has incorporated suitable elements of citizenship in the scheme of work that she has devised for citizenship and personal and social education in Years 7 to 9. The informal arrangements for teaching citizenship in Years 10 and 11 result from insufficient strategic planning for the development of the subject. During the long-term absence of the co-ordinator, the school paid insufficient attention to training and raising awareness amongst staff and students of citizenship as a subject. Lines of accountability are not well enough developed to monitor teaching and learning and to ensure continuity. The end-of-module student self-assessment sheet does not by itself provide a reliable evidence base for reporting on students' achievements. Firm plans exist for increasing the allocation of time for citizenship, particularly in Years 10 and 11, for introducing subject-specific assessment procedures, and for raising the profile of citizenship generally.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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