

## INSPECTION REPORT

**ICKNIELD HIGH SCHOOL  
(ARTS COLLEGE)**

Riddy Lane, Luton

LEA area: Luton

Unique reference number: 109711

Headteacher: Keith Ford

Lead inspector: Richard Hancock

Dates of inspection: 24 – 27 November 2003

Inspection number: 258671

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Comprehensive  
School category: Foundation  
Age range of pupils: 11-16  
Gender of pupils: Mixed  
Number on roll: 1368

School address: Riddy Lane  
Luton  
Postcode: LU3 2AH

Telephone number: 01582 576561  
Fax number: 01582 561533

Appropriate authority: Governing body  
Name of chair of governors: Mr R Tallon

Date of previous inspection: 2 March 1998

## **CHARACTERISTICS OF THE SCHOOL**

Icknield High School caters for students, both boys and girls, in the 11 to 16 age range. Enjoying arts college status, it is a large school on a spacious site on the north side of Luton. The current roll numbers 1368, with more boys than girls in most year groups. The backgrounds of students are very varied but represent a good cross-section of the town's population.

Over 40 per cent of students are from an ethnic minority background. There are eight students for whom English is not their first language and who are at an early stage of language acquisition. The percentage of students eligible for free school meals is about average. The proportion of students with special educational needs is broadly average, as is the proportion of students with a statement of special educational need. Most of these students have social, emotional and behavioural difficulties but some have impaired hearing or are autistic. The school is popular and is the first choice of many parents. The attainment of students on entry is about average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2715	R Hancock	Lead inspector	
9115	T Clarke	Lay inspector	
4426	T Fitchett	Team inspector	Modern foreign languages
30553	R Fuller	Team inspector	Mathematics
10060	D Gutmann	Team inspector	ICT
18912	C Large	Team inspector	Religious education
31821	B McCann	Team inspector	Physical education
15576	D Nebesnuick	Team inspector	Geography History
162277	J Phillips	Team inspector	
18846	P Priest	Team inspector	Music Citizenship
18950	C Rodney	Team inspector	
20533	D Rogers	Team inspector	Art and design
6432	M Sewter	Team inspector	Science
1795	J Sanderson	Team inspector	English Special educational needs English as an additional language
2183	P Thompson	Team inspector	Design and technology Information and communication technology

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6-7
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	8-11
Standards achieved in subjects and courses	
Students' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	11-17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	17-19
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	20-36
<b>SUBJECTS AND COURSES IN KEY STAGES 3 and 4</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	37

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Now rapidly improving, **this is an effective school** on the brink of being a very effective one and with the capacity to become excellent. The school can already demonstrate outstanding practice in the visual arts. The attitudes and behaviour of students are very good. They achieve well by the time they leave the school. Teaching and learning are of good quality. Very well led and effectively managed, the school is giving very good value for money. The governing body gives satisfactory support.

The school's main strengths and weaknesses are:

- The visual arts are very well taught and managed.
- Students' attendance is very good, they have very positive attitudes and behave very well.
- Relationships are very good and show a high degree of racial harmony.
- Students are very well cared for and all are treated with equal respect.
- Assessment is not used to good effect by all teachers to raise attainment.
- The induction of new students is excellent, as is the careers advice that all students receive.
- The school does not comply with statutory requirements for the teaching and assessment of information and communication technology (ICT) for some students nor for the need to hold a daily act of collective worship for all students.
- The curriculum is narrow in design and technology and the subject is not well managed.
- There are very strong links with the wider community.
- The spiritual aspect of the curriculum is not strong enough.

The school has made good progress since the last inspection in March 1998 because standards have risen and the achievement of students is greater. The quality of teaching and learning has improved considerably. Most of the key issues for improvement have been dealt with but the school has still to ensure that the assessment process is consistent and fully effective as a means for raising standards further.

### STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2000	2001	2002	2002
Year 11	GCSE/GNVQ examinations	B	C	A	A*

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

**Achievement is satisfactory by the end of Year 9 and is good by the end of Year 11.** In 2002, National Curriculum test results at the end of Year 9 in English, mathematics and science were average, although in comparison with similar schools students did well in mathematics and science. The trend of improvement is in line with the national trend. In 2002, students' overall performance in GCSE examinations was well above average although there were considerable variations between subjects, and girls' results were much better than those of boys. Results were above average in English, in line with the national average in mathematics but below average in science. Results were especially good in art, geography and modern foreign languages. The trend of improvement in GCSE results is above the national trend. The A\* rating indicates that that the students' overall achievement in GCSE examinations is in the top five per cent when the school's performance is compared with that of similar schools. The inspection of current work shows that students' achievement in relation to their starting points is excellent in art throughout the school and is very good in modern foreign languages, history and physical education. Students with special educational needs achieve well, those who are gifted and talented have good opportunities to excel,

and students who are learning English as an additional language make the same progress as other students. In some lessons, higher-attaining students need more challenge. Standards are below average in design and technology and achievement is unsatisfactory. Students are keen to show initiative and to take on responsibility. They relate very well to teachers and to one another. **Their spiritual, moral, social and cultural development is good.** Attitudes to learning are very mature and behaviour is very good, both in classrooms and around the school, racial harmony being a distinctive feature. Attendance is very good and students are punctual.

## **QUALITY OF EDUCATION**

**The overall quality of education provided by the school is good. The quality of teaching is good.** It is often very good or excellent in art, history, physical education and French and German because teachers know these subjects well and help students to gain knowledge, skills and understanding. Assessment is not used consistently enough to help students achieve their potential in some subjects. The quality of learning is good. Students have a mature attitude to study, pay good attention in the classroom, undertake work effectively, whether in groups or as individuals, and complete their homework to consolidate learning. The overall curriculum is good except in design and technology, and in ICT for some students. The school does not provide a daily act of collective worship. Arrangements for care, welfare and safety are very good. Support from parents is good. They appreciate what the school does and provide helpful support by ensuring that students attend school regularly and do their homework.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher and other senior leaders ensure a shared vision gives the school a strong direction, with staff working to serve the needs of all students. The school is well managed, strong features being the induction arrangements for new students and the very effective systems for care and support. Systems for monitoring teaching and learning and assessment need strengthening. Financial management is very good. The governing body's support for the school is satisfactory overall.

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

Parents are very satisfied with the school. They strongly endorse the clear values that the school promotes. Most of the students like the school, especially valuing the relationships they have with their teachers, the scope for work in the visual arts and the opportunities to play sport.

## **IMPROVEMENTS NEEDED**

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

- Ensure that assessment is used consistently by teachers to help students achieve more.
- Improve the organization and management of design and technology to help students reach higher standards.
- Strengthen the spiritual aspects of the curriculum.

and, to meet statutory requirements:

- Ensure that all students in Years 10 and 11 are taught ICT and that their progress in the subject is properly assessed.
- Provide a daily act of collective worship.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in subjects and courses

Overall standards are average by the end of Year 9. The achievement of students is satisfactory. Their rate of improvement quickens in Years 10 and 11 and standards are above average. The achievement of students is good. In the 2002 GCSE examination, the overall achievement of girls was much greater than that of boys but the results for 2003 show that the gap has narrowed considerably.

#### Main strengths and weaknesses

- GCSE examination results show an improving trend and the school meets its targets.
- In comparison with students in similar schools, achievement is very good by the end of Year 11.
- In 2002, examination results were well above average in art, geography and modern foreign languages.
- Achievement in art is excellent.
- Girls are performing better than boys but the gap is narrowing.
- Attainment is below average in design and technology and achievement is unsatisfactory.
- By the end of Year 11, achievement in mathematics and science is not as good as achievement in English.

#### Commentary

1. When students enter the school in Year 7 their attainment is average. They make steady progress and their overall performance in national tests taken at the end of Year 9 is in line with the national average. By the end of Year 9, standards in English and science are average and achievement is satisfactory. Standards in mathematics are above average and achievement is good. The overall trend of improvement in national tests taken over five years is in line with the national trend.

#### **Standards in national tests at the end of Year 9 - average points score in 2002**

Standards in:	School results	National results
English	32.8 (33.9)	33.3 (33)
Mathematics	34.8 (35.3)	34.7 (34.4)
Science	33.9 (32.8)	33.3 (33.1)

*There were 262 students in the year group. Figures in brackets are for the previous year. 2002 is the latest year for which validated results are available.*

2. By the end of Year 11, standards in English are above average and achievement is good. Standards in mathematics are average and achievement is satisfactory. Examination results in science have been below average but standards are now rising and achievement is good. Achievement is excellent in art. The inspection of current work shows that students are also doing especially well in history and modern foreign languages but that standards are below average in design and technology.



### **Standards in GCSE/GNVQ examinations at the end of Year 11 in 2002**

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	55.7 (51)	49.9 (48.4)
Percentage of pupils gaining 5 or more A*-G grades	92.5 (94.1)	90.9 (90.9)
Average point score per pupil (best eight subjects)	45.7 (40.5)	39.8 (39)

*There were 255 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

- Overall standards in the GCSE examination for 2002, the latest year for which validated data is available, were well above average. The proportion of students achieving five or more grades A\*-C was above average. Results were above average in English. They were average in mathematics but were below average in science. Standards were well above average in art and were also well above average in geography, although the number of students taking that subject at examination level was much smaller than in most schools. Overall, there was a big gap between the achievement of boys and girls, especially for the proportion achieving five or more grades A\*-C but the gap was much narrower in 2003. The overall trend of improvement in results is above the national trend. The school exceeded its targets in 2003 for the proportion of students it expected to achieve five or more A\*-C grades and for one or more grades A\*-G. It also exceeded its target for average points achieved.
- When the overall GCSE examination results for 2002 are compared with those of similar schools they are well above average and the A\* rating indicates that that the students' overall achievement in GCSE examinations is in the top five per cent nationally. On the basis of their current work, the overall achievement of students is good. Their attainment on entry is broadly average and they generally make good progress so that by the end of Year 11 their achievement is good overall and very good in some subjects such as art, history and physical education. Throughout the school, students with special educational needs achieve well, as do students who are learning English as an additional language. Higher attainers are not achieving enough in some subjects but students who are gifted and talented do well.
- In the school as a whole, standards of literacy are above average. Students read well and most are able to write accurately and at length. When students are required to apply their mathematics their standards are average. Given that the starting points of students are average in both these areas of the curriculum, students are achieving well in literacy and satisfactorily in the use of mathematical skills. Students are competent in their use of computers.
- Students' overall achievement has improved since the last inspection but their standards in mathematics are still average and standards in design and technology are below average, as they were then. There is still considerable unevenness in students' performance from subject to subject although standards have risen overall. Girls are still performing better than boys but the difference is now far less marked.

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

Students' attendance and punctuality are very good. Their attitudes and behaviour are very good. Overall, spiritual, moral, social and cultural development is good, although the spiritual aspect is less well developed.

## Main strengths and weaknesses

- Relationships throughout the school are excellent.
- Students' attitudes and behaviour in the classroom and in the school at large are very good.
- Attendance and punctuality are very good.
- There is very good racial harmony in the school.
- Students appreciate their own and other cultural traditions.
- Opportunities are missed to develop students' spiritual awareness.

## Commentary

7. Students' attitudes and behaviour are very good and, as at the time of the last inspection, are a strength of the school. Students enjoy coming to school and are proud of it. They are almost invariably polite and courteous and are very welcoming to visitors. Most staff deal promptly and effectively with students if they behave inappropriately. The school has very high expectations of students' conduct and staff work hard and successfully to create an environment in which learning can flourish. Students enjoy taking part in the wide variety of school activities. There is relatively little bullying and any instances are dealt with very well.
8. The very good racial harmony within the school is a strength and students are fully aware that racist behaviour is likely to result in exclusion. Very good friendships are established between students from different racial and cultural backgrounds. Overall, relationships across the school among students and between staff and students are excellent. Staff set a very good example by their relationships with each other and the ease with which they work together. The very good ethos helps to build students' confidence and self-esteem and stimulates in them a desire to learn. The school is vigilant in ensuring that in the interests of all students an orderly environment is protected. Exclusion is used only as a last resort and the overall rates are no more than average. All appropriate procedures are properly followed. The school is alert to the fact that it needs to analyse and reflect on the incidence of exclusion in relation to the different ethnic backgrounds of its students.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
774	18	
15		
20		
59	8	1
1		
24		
12		
114		
166	10	
62	3	
23	1	

Black or Black British – Caribbean	74	2	
Black or Black British – African	12		
Black or Black British – any other Black background	3		
Chinese	6		
Any other ethnic group	3		
No ethnic group recorded	0		

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

9. Students willingly take on responsibility. The school council promotes some very good initiatives of all-round benefit to students. Towards the end of Year 10, students are eager to stand for election as prefects so that they can play their part in helping to maintain order and discipline in the school. Prefects are expected by the school to behave responsibly and they do. The school is seen as a welcoming one and the students, particularly the prefects, help to promote this.
10. Students' spiritual, moral, social and cultural development is good. In a school where many different faiths and backgrounds are represented, students show respect for the feelings, values and beliefs of others, appreciating their own and others' cultural beliefs. Senior staff set a good example in this. For example, the inspection coincided with the Muslim festival of Eid and the school made provision for students to take two days of holiday to celebrate it. Students learn to distinguish right from wrong and are made aware of their responsibilities of living in a community. They raise considerable sums of money for different charities to help those worse off than themselves.
11. Through social contact with those of other cultures, through the specialist arts college status and other opportunities such as music-making, students learn to appreciate a wide range of cultural traditions. However, spiritual awareness is not very evident across the school although the art displays alone indicate great potential for its development. There are too few opportunities for students to reflect and consider, although Muslim students have their own prayer room, of which they take advantage.
12. Attendance and punctuality are very good and this has a positive effect on students' achievement. Attendance is well above the national average, as it was at the time of the last inspection, and is improving year on year: This is due to the efforts of parents and carers, the attitudes of the students, and the school's action in promoting good attendance. The school monitors attendance and punctuality very well through the form tutors, heads of year, the assistant headteacher and the school nurse, who follow up absence and lateness promptly. Where there are students whose attendance is problematic, the school is well supported by local education authority staff.

**Attendance in 2001-2002 (%)**

Authorised absence	
School data	5.6
National data	7.8

Unauthorised absence	
School data	0.3
National data	1.2

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning, the curriculum and the quality of support and care are all good.

## Teaching and learning

The overall quality of teaching and learning is good. It is very good in a significant number of lessons. Excellent teaching occurred in just over one in twenty lessons. In the very occasional lesson, teaching was unsatisfactory and even poor.

### Main strengths and weaknesses

- Many teachers show expert knowledge of their subject.
- Teachers have developed very effective questioning skills which help students to learn more.
- Teachers plan lessons very well which helps them to make the best use of time.
- The quality of teaching and learning is very good in art.
- Assessment is inconsistent and marking does not give enough guidance to students on how to improve.
- Lessons do not make enough use of opportunities to develop the spiritual aspects of the curriculum.

### Summary of teaching observed during the inspection in 127 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8 (6%)	39 (31%)	57 (45 %)	20 (16 %)	2 (2 %)	1 (1%)	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.*

### Commentary

13. Teaching and learning were good or better in over eight lessons in ten and were very good or excellent in just over a third. The overall quality of teaching and learning is better in Years 10 and 11 than in Years 7 to 9. There was some excellent teaching throughout the school in art, careers, English, food technology, French, geography and PSHE, where teachers showed they had the subject knowledge of experts, moved learning along at a fast pace, questioned students keenly, used resources well to promote learning and made very good use of time through excellent planning.
14. There was some very good teaching and some very good learning in most subjects. The overall strengths of the teaching are good subject knowledge and the effective use of learning activities which to help students develop skills, to show understanding and to add to their knowledge. Homework is also used well to help students consolidate learning.
15. The characteristics of the National Strategy for improving teaching and learning at Key Stage 3 are often illustrated in the good lessons, not only in these earlier years but also in Years 10 and 11. Many lessons start with a relevant activity which arrests the attention of the class before the introduction of learning activities planned to cater for the needs of all students and which retain their interest. Lessons conclude with a plenary session which summarises what has been learned. The strategy is proving especially beneficial in lessons in English and science where improvements in achievement are a direct result of its introduction.
16. Students with special educational needs are well taught. Teachers provide particularly good support in art, modern foreign languages, science, English and PSHE. The learning support assistants and educational communicators also provide good support through planning, the knowledge they have of students and the effective way in which they work with them. They teach literacy skills well, having carefully assessed the students' individual needs. Students who are gifted and talented are provided with good opportunities to excel in the classroom and teachers create situations in which they can demonstrate their skills. This is especially so in

lessons in the visual arts. Those for whom English is an additional language are also well taught because teachers ensure that language is not allowed to become a barrier to learning. In some lessons higher-attaining students are not challenged enough.

17. The quality of learning is very good. Students are very good learners. By attending well, behaving properly and concentrating fully they ensure that they maximise learning time. Many students are proud of their achievements and can speak about the satisfaction they have derived from their learning. In art, they work at very high levels of creativity and through courses, such as that on digital imaging, break new ground in exploring the effects they can achieve through the application of advanced technology. When working on art projects of direct application to the community, they learn about the use of art in specific locations such as streets, housing estates or hospitals. Through the scope they are given by undertaking field work in geography and history, they learn to apply their skills of observation, of note taking and summary. They develop their presentational skills in a wide range of subjects. In Years 10 and 11 in particular, they are also learning to plan effectively so that they can meet deadlines for the submission of course work. In some work in design and technology, learning is less good. Many students enjoy making things but have not learned enough about the importance of precision in measurement or the significance of purpose to the design process. In some subjects, students have not learned enough about how best to improve their work. In subjects as a whole there is little evidence of teachers exploiting the spiritual aspects of learning.
18. The school plans to develop independent learning further, especially through the use of ICT. There are already some good examples in the school of this happening; for instance, in a lesson on bread making in food technology, all students identified the sort of bread they wanted to make and then worked single-mindedly refining their final designs. A student with a statement of special educational need was helped to do so successfully through the very good support of a teaching assistant. Students also show that they can learn collaboratively. Particularly good examples of this were observed in lessons in history and geography.
19. The overall quality of teaching and learning has improved considerably since the school was last inspected. Teachers now make more effective use of marking to let students know their level of attainment and what they have to do to improve, although this is not yet done in all subjects. Targets are now often set which motivate students. However, the use of assessment to identify the needs of all students, and its use as a major means for helping all students achieve more, is inconsistent in the school as a whole. This prevents achievement from being greater, especially in Years 7 to 9.

## **The curriculum**

Overall, the quality of the curriculum is good. It has both breadth and balance and is organised with increasing flexibility to meet the needs of students in Years 10 and 11.

### **Main strengths and weaknesses**

- The visual arts are rich and varied.
- There is sufficient flexibility to cater for students' differing needs.
- Provision for students' personal social and health education is very good.
- There is a very wide range of extra-curricular activities for students to take part in.
- ICT is not used enough to develop learning and statutory requirements are not met.
- Provision for design and technology is unsatisfactory.
- The statutory requirement to hold a daily act of collective worship is not met.

## Commentary

20. The development of the arts curriculum has been strongly influenced by the school's arts college status. Courses in the visual arts are very well developed throughout the school, one distinctive feature being that students are able to select a visual arts specialism from Year 8 onwards. The school's current emphasis on the development of learning is a direct result of the attention it receives in the curriculum in the visual arts.
21. The curriculum has a good degree of breadth and balance. In Years 7 to 9, all National Curriculum subjects are taught for appropriate amounts of time, other than design and technology. Students are able to study three languages which is excellent provision. Drama is taught to all students. In Years 10 and 11, as well as following well designed compulsory courses, students have good opportunities to select subjects from a broadly based range of options. The school ensures that students with disabilities, such as those whose hearing is impaired, have the same opportunities to study the full range of subjects as other students. The curriculum is also effectively modified for students who are profoundly deaf and for those who are learning English as an additional language.
22. The GNVQ course in ICT provides for about 60 per cent of students in Years 10 and 11 but does not have enough time allocated to it. For other students, ICT provision is much more haphazard. There are some good opportunities for students to use ICT to develop their learning in a range of subjects but this is not planned and nor is progress assessed, although the school plans to rectify this. There is a new expressive arts course in Year 10 and new purpose-built accommodation to cater for it is planned for next year. The school offers vocational courses in ICT, health and social care, catering, travel and tourism but provision is not extensive and the school has plans to increase it. The physical education curriculum in Years 10 and 11 now meets statutory requirements. Provision for design and technology is unsatisfactory.
23. All students follow a very well developed PSHE programme for one period each week. This is a carefully organised course which has been planned in a thoughtful and detailed way and shows sufficient flexibility to allow for the inclusion of relevant matters of topical interest as they arise. It is taught effectively by staff who are confident and committed in their approach and also involves members of the wider community. There is also a tutor period in which students discuss their personal progress with their tutor. Careers education is of high quality. Planning does not incorporate the development of the spiritual aspects of the curriculum. The school does not comply with the statutory requirement to hold a daily act of collective worship.
24. The school makes good provision for students with special educational needs because it provides systematic programmes to address them, such as those for the development of literacy. It also caters well for those who are gifted and talented by providing a range of opportunities, including complementary studies, and extra-curricular activities such as visits to universities, master classes, courses, conferences and events. Some students complete examination courses early and use the time to take additional courses. Talented pupils have excellent opportunities to extend their skills in art, and good opportunities in English, mathematics, music, and ICT. Opportunities in other subject areas are mainly satisfactory. The school works well with the local college to provide for disaffected students. The work-related curriculum currently addresses the needs of 13 students. Their progress on this course is not closely monitored at present but the school intends to do so closely in future. The school adapts the curriculum very well to meet the needs of individual students.
25. Enrichment opportunities are very good. The school offers a wide range of activities reflecting many different interests. These take the form of master classes, help lines, homework clubs and multi-cultural activities as well as the more traditional activities like sport, drama, music, trips and overseas visits. The cross-curricular week is a positive and interesting innovation. The curriculum is monitored and evaluated on a regular basis. Discussions are under way, for

example, about the proposed curriculum for 2004-5 and strategic thinking is well advanced. The school keeps the curriculum under regular review and has just begun an analysis of option take-up by ethnic group. The curriculum has been developed well since the last inspection.

26. The school has sufficient teaching and support staff to meet the demands of the curriculum although it has had difficulties recruiting in some subjects such as design and technology. However, the school is fully staffed with specialist teachers and turnover rates are low and decreasing annually. Morale is high. Support staff are very positive in outlook and work hard and effectively to help the school to be successful.
27. There have been some good Improvements to accommodation in science since the last inspection. Accommodation for the visual arts is very good. There is, however, a general lack of indoor space for the numbers in school and there is some overcrowding in the very restricted social areas, changing facilities and dining areas. Although there is still more temporary accommodation than the school would like, and small classrooms result in inadequate space for new technologies and constrain teaching styles, it is to the credit of both staff and students that they manage so well to ensure that that there is no negative impact on standards.
28. The library is well used. It is efficiently managed and provides good support for students' learning and for their recreational reading, although its role in promoting ICT as a learning medium is undeveloped. Resources for ICT and new technology have been developed since the last inspection.
29. The way in which students are prepared for subsequent stages of education or employment is a strength of the school. Provision for personal, social and health education is very good. The school provides a very wide range of activities outside normal lessons, particularly in the arts and sport. The school has sufficient accommodation and resources and sufficient teaching and support staff to meet the demands of the curriculum.

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

The provision for students' care, welfare, health and safety is very good. Support, advice and guidance are very good. The involvement of students through seeking, valuing and acting on their views is good. Students receive their education in a very supportive and caring environment. High standards have been maintained since the last inspection.

### **Main strengths and weaknesses**

- There is excellent provision for careers education.
  - The induction arrangements for new students are excellent.
  - There is very good provision for students' welfare, health and safety.
  - There is very good provision to support, advise and guide students.
  - The school seeks the views of students and values them.
  - The school committee does not have links with the governing body.
30. The school cares for its students very well. It employs its own registered nurse who is in charge of the management of medical matters and helps with student monitoring in a wider sense. She is very well supported by a number of staff trained in first-aid. Child protection procedures are secure. The school carries out regular inspections of the premises and health and safety issues are dealt with promptly. The governors are kept informed of health and safety matters.
  31. The provision of support, advice and guidance is very good. Every student has a very good and trusting relationship with more than one adult in the school, through the tutors, the heads of years and the pastoral assistant headteacher, with the help of mentors employed as part of the Excellence in Cities initiative. The students interviewed all said that they would know who to go

to if they had a problem. Very good communication between departments and tutors ensures that students' progress, both academic and social, is well monitored. The pastoral staff communicate well with parents.

32. The school's arrangements for the induction of students from primary school are excellent and are a strength of the school. Not only do the heads of Year 7 and 8 visit students in Year 6 at their primary schools to prepare them for transfer, but they also make contact with some students in Year 5 who are likely to fall short of achieving Level 4 in their National Curriculum tests at the end of Key Stage 2. These students are invited to attend sessions using an intensive learning programme to help them reach Level 4. Most of them succeed in doing so, which helps to raise their attainment on entry; this is a very good feature. The transition mentor provides very good additional support. The induction process is a model of good practice.
33. Careers education is excellent and is another of the school's strengths. It starts in Year 9, but the school is piloting it in Year 7, in preparation for September 2004, when this becomes a statutory requirement. Careers education is the responsibility of a senior advanced skills teacher (AST), with many years' experience, in conjunction with a Connexions adviser on contract from an outside agency. The outcome is that most students are well aware of the wide range of career opportunities available to them and how to access them by the time they move on, either to employment or, as most of them do, to college.
34. Students are involved in the running of the school. They are consulted through the school committee and, at times, on an individual basis. At the end of Year 7, all students answer a questionnaire about their experience of school life. If appropriate, the school acts on students' views; for example, the decision to set up a rolling programme to refurbish the toilets was the result of a school committee decision. There is a lack of contact between the school council and the governors. Most students do not appear to know anything about school governors, either who they are or what they do.

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

35. The school's links with parents and the community are good and its links with other schools and colleges are very good. The good links with the parents have been maintained since the last inspection. Those with the community have improved, largely due to the acquisition of arts college status.

### **Main strengths and weaknesses**

- The overwhelming majority of parents appreciate the school and what it sets out to achieve.
- The school keeps parents very well informed on their children's progress.
- The very good quality of information provided about the school.
- The links the school has with the community, particularly through its arts college status.
- The very good links with other schools and colleges.



## Commentary

36. Parents' views of the school are very positive. They make a good contribution to students' learning both at home and at school through the high level of attendance at parents' evenings and through the support given to students with their homework. Parents also accompany students on school trips. A Friends Association exists but is not especially active and the school is keen to revitalise it. There is also an active Music and Drama Association. The educational standards students reach and the induction arrangements particularly impress parents. Many families have a long history with the school going back through generations.
37. The school provides a wide range of very good information for parents, especially on students' progress. They receive a school report each term, indicating the National Curriculum levels and GCSE grade that their child has reached and their target levels. The reports also explain what the levels mean. The reports give a clear picture to parents of students' progress, both academically and socially. Parents also have easy access to form tutors and heads of year. The school canvasses parents' views through questionnaires. They are targeting ethnic minority parent attendance at consultation evenings and other events. This is good inclusion practice. Parents are kept in touch with major events in the school calendar.
38. The school's links with the community are good. Apart from the links with local businesses through the careers programme and work experience, the school has numerous links through its arts college status. The school has its own community programme which has a significant impact on the local community and is well respected. The Art Factory programme involves primary schools, summer and winter holiday colleges for gifted and talented students and the placement of artists in residence. On a wider community basis, the recent Kabuki cross-arts project involved the Arts Council, the London Symphony Orchestra and local primary schools. The school also hosts inter-school sports competitions. International links with a school in Holland involve the exchange of staff and students. Links with Holland helped with the design of the refurbished school toilets. The school is in close touch with other schools and colleges. The transfer process is thorough and the school follows this up by auditing the progress of its students after they have transferred. The school also has good links through the work of the teacher in charge of careers, who supports other schools and colleges in their career programmes. The school has received significant sponsorship from business and has benefited from several awards.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good. Leadership is very good. Management is good. The governance of the school is satisfactory.

### Main strengths and weaknesses

- The headteacher and other key leaders give the school a strong sense of direction.
- Arts college initiatives are very well promoted.
- Assessment practices are not consistent.
- Systems for care and support are very well managed.
- The induction arrangements for new students are excellent.
- The quality of financial management is very good.
- Provision for teaching ICT in Years 10 and 11 is unsatisfactory and students' progress in ICT is not properly assessed.

## Commentary

39. The headteacher's leadership is very good because the school has a clear sense of purpose, a strong sense of direction and morale is high. Staff, including those in support roles, feel part of a school that is moving forward strongly and most of them have a very positive outlook. The emphasis on team work is providing an opportunity for all staff to contribute to the growing success of the school. The school has undertaken systematic reviews of the degree to which support staff feel valued in the school, an indication of its awareness that all members of its staff need to be committed to helping it to be successful. Very good leadership is also shown by members of the senior leadership team and others in key positions because they set high standards for their own conduct; this inspires trust from other teachers and commands respect from students. By insisting on the highest standards of conduct and behaviour the school has gained the respect of parents, who praise all aspects of its work. Students, similarly, voice their appreciation readily and give detailed examples of how the school is helping them to make very good progress.
40. The school is well managed. Clear, up-to-date policies are in place which help the school to function properly as an organisation devoted to learning. The headteacher and senior management team have recently introduced a system of curriculum area reviews which is systematic and rigorous. Performance management is now well established. The majority of the curriculum areas are well organised. The induction arrangements for students entering the school are excellently managed and, throughout the school, students greatly benefit from the well managed systems of care and support. Learning mentors are well organised and very effective.
41. The work of the special educational needs department is well managed and the recently appointed co-ordinators are ensuring the smooth running of a complex department. They are aware of current weaknesses, monitor the work of the learning support assistants well and liaise with them closely. They are beginning to show qualities of leadership through membership of local education authority and national bodies.
42. The professional development of staff is also a good feature because needs are well identified and met through the most appropriate means, provision being regularly evaluated. Recruitment procedures are usually effective and the rate of staff retention is high and increasing year by year, which is resulting in a stable work force best placed to share common values.
43. Management of the curriculum is largely effective. The school has a flexible approach to development and regularly reviews provision. It is not afraid to take risks and innovate, the most obvious example being the unique provision it makes for the visual arts. However, the application and assessment of ICT have not been well managed in Years 10 and 11. Senior managers have not ensured that the distinctive characteristics of design and technology have been protected, that collective worship is held on a daily basis or that the spiritual aspect of the whole curriculum is well developed. Although the school is now monitoring the work of curriculum areas, there is currently no whole-school pattern of visits to classrooms other than as part of the school's performance management systems. This means that there are limits to the extent to which the best practice in teaching and learning can be shared. There is also a weakness in the monitoring of teaching of the least experienced members of staff. The monitoring of assessment practice has not been sufficiently rigorous.
44. The school systematically collects data relating to students' performance and makes a broad analysis of it which is shared with the governing body, but the amount of data to be found in curriculum areas varies from subject to subject. Some are making use of it but this is not uniform. The use of data in the classroom to identify achievement and potential is also inconsistent, but the school has a clear strategic view about how it expects teachers to access data electronically in the future.

45. The governing body gives satisfactory support. Its strongest features are the expertise it brings to the school's systems of financial management, to ensuring that the school is a safe environment, and the support it unfailingly gives to the work of the special educational needs department. It supports the development of new initiatives, has a broad awareness of strengths and weaknesses and has been helpful in directly supporting the school's strategies for improving the work of some curriculum areas. However, the governing body is failing in its duty to ensure that the school complies with statutory requirements to hold a daily act of collective worship. It has not been resolute in ensuring that the interests of design and technology have been protected during the expansion of provision for the visual arts, nor is it alert to the positive part it needs to play in helping students to develop their concept of citizenship through the close involvement of students in decision-making processes. It has not ensured that ICT is taught and assessed according to statutory requirements.
46. Financial management is very good because of the attention to detail found in all the accounting processes, the scrupulous maintenance of records, and the imaginative but responsible way that it helps the school to be cost-effective through the astuteness of its investments and its adherence to the principles of what constitutes best value for money. Given that the students enter the school with average attainment and that by the time they leave their attainment is well above average and their achievement is good at a cost which is no more than average, the school is giving very good value for money.

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

Income and expenditure (£)	
Total income	5257235
Total expenditure	4951983
Expenditure per pupil	3619

Balances (£)	
Balance from previous year	272742
Balance carried forward to the next	264301

# **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 for English is **good**.

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

- Standards in GCSE examinations are consistently above average.
- Attainment at the highest levels and grades is not yet consistently established.
- Teachers convey their knowledge and enthusiasm for the subject effectively.
- Students are well motivated and achieve well in Years 10 and 11.
- Limited access to computers has restricted the development of ICT skills.
- Handwriting is legible but work is often untidily presented.

#### **Commentary**

47. Overall standards are above average. At the end of Year 9, standards are average and achievement is satisfactory. Standards rise to above average by the end of Year 11. Achievement is good.
48. In 2002, results dipped in the Year 9 National Curriculum tests. At National Curriculum Level 5, they were average but fell to below average at Level 6. Students experienced several changes of teachers in this period, a possible factor accounting for the decline in results. The unvalidated results for 2003 suggest that results have improved as a result of more stable staffing and the introduction of measures such as increased opportunities for students to write at length.
49. The proportion of students achieving A\*-C grades in the GCSE English language examination has been consistently above average. The proportion achieving A\*-A grades is about average. The 2003 pattern is similar. Overall English literature results in 2002 were similar to those for English language but there were fewer very high grades. The unvalidated GCSE examination results for 2003 indicate improvements at both average and very high grades. When compared with similar schools, results are also above average. Differences in the attainment of boys and girls are not clear cut but generally boys do not do as well in the GCSE examinations as girls. Though above average standards are well established, the number of students achieving the very highest levels and grades at the ends of Years 9 and 11 is still not consistently above average.
50. In Year 7, students' skills are average, though the number who have not achieved a National Curriculum Level 4 doubled in 2003. By the end of Year 9, all students can explain or comment simply and clearly. Some offer thoughtful and developed answers. Comprehension skills are good. Students enjoy reading and can explain what they like and why. Lower-attaining students produce shorter or less organised writing but it is often engaging to read. Higher-attaining students' work is more fluent and accurate, showing more varied sentence structure. Though handwriting is legible, work is often untidy. Many lower-attaining students make good progress and improve their skills substantially. Those students who are learning English as a second language and those who have learning difficulties are well supported and make satisfactory or, often, good progress.

51. At the end of Year 11, students are articulate, offering developed and coherent answers. Reading skills are good though many students are less confident in fully understanding poetry. Lower-attaining students write simply, with structure and paragraphing. Higher-attaining students write accurately, employing a range of vocabulary and sentence structures. Achievement is good. Throughout all years, students' interest and willingness to work hard contribute much to their progress.
52. The quality of teaching is good and, at times, very good or excellent. Teachers question students skilfully, using their answers to extend learning. In the best lessons, teachers fire students' imagination so that they might, for example, begin to create and visualise characters in detail. Pace is well judged so higher-attaining students are challenged but all can contribute. All teachers emphasise literacy by teaching and using technical terms as well as focusing on spelling and grammar. Students' progress is assisted by very good marking because it includes good guidance on what they have to do to improve.
53. Leadership and management are good. Ten teachers, most with major responsibilities elsewhere, work effectively and efficiently together. Staffing is now stable. Schemes of work have been revised and include numeracy and citizenship. ICT is well planned and staff are trained in its use, but the programme cannot be implemented fully until the new computer suite is installed. Since the last inspection, standards have been maintained and teaching is now good. Students know their targets. Formal monitoring of standards has begun. This represents good improvement.

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

54. Although a whole-school literacy policy was adopted only in 2002, overall standards of literacy are above average at the end of Year 11. There are good, and sometimes very good, examples of students' writing at length in many subjects. Some teachers provide students with 'starter' sentences and other forms of support which make a major contribution to the quality of written work. Reading and comprehension skills are good. Students are articulate and have good listening skills. In a mathematics lesson, effective links were forged with students' own reading by an investigation into whether the length of sentences, words and syllables contributed to the difficulty of a text. In a science lesson, lower-attaining students wrote appropriate text for leaflets on science topics. However, accuracy of spelling is not always a strong feature of written work and presentational standards vary greatly, aspects of quality which depend partly on the standards set by individual departments, and an indication that the literacy policy is not yet rigorously monitored. Most departments now teach and use technical terms effectively.

### **Modern foreign languages**

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

### **Main strengths and weaknesses**

- The quality of teaching is very good and has some outstanding features.
- Students achieve very well and GCSE results are above and often well above average.
- Management and leadership are very strong.
- Wide, curriculum provision is enhanced, by a broad range of extra-curricular opportunities.
- ICT is not sufficiently used in language lessons.
- Students seldom initiate the use of the foreign language.

## Commentary

55. The curriculum is particularly broad in that students have the choice of studying French, German and Spanish from Year 7 onwards and almost all students study a second foreign language in Year 9 with the opportunity to take two languages in the GCSE examinations.
56. Standards in French, German and Spanish at the end of Year 9 are at least average and often above this. This is reflected in lessons where students cope well with instructions in the foreign language, have a sound grasp of grammar, including a range of tenses, and pronounce the language very well. Abler students speak with extended language which is also accurate. Written work is well presented and students give good attention to correct grammar and spelling. Recent GCSE examination results in all three languages show a continuing trend of above average results; those in French and German are well above average.
57. The standards of students' work in Years 10 and 11 are frequently above average. In most cases students speak with confidence, have very good pronunciation and are able to extract meaning very well from spoken and written text. Written work is also usually above average, with abler students producing high quality written work which is accurate and imaginative. Most students have a solid basis of vocabulary and a firm understanding of tenses and other grammatical structures.
58. Students in all year groups achieve very well and particularly so in Years 10 and 11. They make very good progress in lessons in each language because they are attentive, committed to their work and are prepared to learn from their mistakes. They retain and reproduce a wide range of vocabulary, respond well to challenging tasks and confidently build upon previously learned material. They respond well to teachers' questions but, as yet, seldom use the foreign language unprompted.
59. The quality of teaching is very high. Teachers are competent linguists and lesson planning is very carefully structured to ensure progression and students' participation in lessons. Without exception, teachers use their time very well, conduct lessons at a brisk pace and prepare a balance of tasks which encourage students to be fully involved in their learning. Teachers use the foreign language appropriately and consistently for classroom instruction and there is a strong emphasis on students' acquisition of grammar. The very positive relationships that teachers have established with their classes and the regular praise, combined with the imaginative teaching, all contribute to the very good progress made by all students, including those with special educational needs. Teachers undertake regular assessment in lessons and adjust their teaching when students meet difficulties. The marking of work is conscientious and helpful. Whereas teachers use a range of resources and techniques there is, as yet, insufficient use of ICT in language lessons.
60. Management and leadership are very strong. The head of department is a very good role model for her colleagues and has succeeded in creating a close-knit department which functions well as a committed team. Staff with specific responsibilities complement one another and there is a consistent approach to teaching which is borne out by the sustained high quality of the provision. The department makes good use of its analysis of data and has very good assessment procedures to identify students' progress. The curriculum is unusually broad and is supported by a wide range of extra-curricular opportunities.
61. Since the last inspection, there has been a marked improvement in standards in all languages. The quality of teaching has shown considerable improvement and students' progress has also improved at both key stages. Overall improvement has, therefore, been very good.

## MATHEMATICS

Provision for mathematics is **satisfactory**.

### Main strengths and weaknesses

- The systematically planned curriculum and setting arrangements enable students to learn successfully.
- The school does very well for lower attainers.
- Teaching is good and often very good but not all teachers implement the best practices.
- Marking does little to help students improve.
- There is a lack of challenge for the more capable students in some classes.

### Commentary

62. The results of National Curriculum tests at the end of Year 9 in 2002 were in line with national expectations but slightly below the standards of 2001 and 2003. Students' achievement in Years 7 to 9 is good and students currently in Year 9 are on course to attain above average standards. Students who enter the school with lower levels of attainment confidently develop their understanding and use of mathematical concepts, a good feature. Capable students apply principles of algebra competently to trigonometry and simultaneous equations.
63. GCSE examination grades of A\* to C are consistently gained by just under half of the students, which is the national proportion. Achievement is satisfactory. Virtually all students gain a grade in GCSE examinations, with very few at the lowest grades, a good feature. In 2003, just over half gained higher grades, with higher proportions of A\* and A grades, which had previously been under-represented, although these results have still to be validated. Overall, girls gain better results than boys. Standards observed in lessons reflect those of the most recent examinations.
64. Teaching is good overall and there is a significant proportion of very good lessons. Teachers accurately gauge students' learning from their responses to oral work and adjust the pace of lessons accordingly. In contrast, a lack of extension work for some who have mastered learning objectives results in unsatisfactory achievement because these students spend too long working on repetitive examples. Students in Years 10 and 11 do not learn as well as they could because the marking of their work indicates neither standards attained nor how they can improve.
65. In the school as a whole, students learn effectively because the good relationship between teachers and students enables the use of a variety of experiences in the course of lessons. Work reflecting the Key Stage 3 National Strategy, investigative work and group work are having a strong impact on students' achievement. For example, enthused by the teaching, Year 8 students reviewed aspects of geometry, using individual whiteboards, before tackling thought provoking constructions. In Year 11, students worked collaboratively on a similar approach, which focused on accuracy, pace and their powers of deduction. Students generally have limited experience of ICT to support mathematics; however, of particular note, is its very effective use to boost the basic skills of younger, lower-attaining students.
66. The school develops the interests of the most capable students with annual master classes. There are plenty of opportunities for students to receive additional support outside lessons but the take-up is very low, except before tests and examinations. Last year a 'Target C' group involved ten dedicated students who improved their GCSE examination attainment as a result of this extra tuition.

67. Leadership and management of the department are good. The curriculum is planned well to ensure progression from the beginning of Year 7 to the end of Year 11, with a good balance of National Curriculum elements.
68. When students start school in Year 7, good use is made of assessment and the results of Key Stage 2 tests to group them into teaching sets, according to their learning needs. This enables teachers and learning support assistants to provide efficiently for all students, including those with differing special educational needs and ethnic backgrounds. Teachers are enthusiastic in their work and use meeting time advantageously to focus on priorities. Involvement in local initiatives, working with a mathematics adviser and providing teacher training at the school, all contribute to teachers' diversity of experience. Since the last inspection, the proportion of good and better teaching in individual lessons has further increased.
69. The school's senior management team has recently carried out a thorough evaluation of provision for mathematics. As a result, a well considered and appropriate action plan has been drawn up to raise standards, which have remained close to national averages since the last inspection. This includes the need to apply more effective and consistent procedures to the marking and assessment of students' work in order to increase the proportion attaining high standards.

### **Mathematics across the curriculum**

70. Overall, the use of numeracy across the curriculum is satisfactory. It is very good in ICT and in geography, where students effectively illustrate their GCSE coursework examination by using very good data-handling techniques. It is good in English, science and history and otherwise satisfactory except for design and technology, where opportunities to challenge students to use their skills are missed. Good arrangements are now in place to improve the use of mathematics across the curriculum as a result of a useful survey of present provision.

## **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Standards are steadily improving and are well above average for similar schools.
- The quality of teaching is good and sometimes very good.
- Most students achieve well.
- Assessment is not well developed and marking is inconsistent.
- Science investigation is not well developed.
- ICT is not used enough.

### **Commentary**

71. The results of National Curriculum tests at the end of Year 9 have steadily improved and are in line with the national average and have been so for the past three years. This represents satisfactory achievement for many students over their first three years in the school, including students with special educational needs. In comparison with schools that have students with similar prior attainment, their performance is well above the average at Level 5 and above, and above average at Level 6 and above. For example, able students in Year 9 demonstrated good understanding of the harmful substances in tobacco smoke and other, less able, students showed well developed practical skills and could confidently explain how to test leaves for starch.
72. Standards in Years 10 and 11 have continued to improve since the last inspection. The unvalidated results for 2003 suggest that this improvement has been maintained. Historically,



nearly all students have studied double science at GCSE examination level. Recently, a small group of students have followed a single science course but no students from this group gained passes in the range A\*-C although the proportion gaining A\*-E was in line with the national average. Of the students studying for the double award science in 2003, the proportions gaining A\*-C and A\*-E are roughly in line with the national averages for 2002, and girls do slightly better than boys, as in the national picture. In 2003, for the first time, the most able students are studying three separate science subjects in Year 10. Achievement in lessons is good for most students and, as they progress through the course, some show increasing responsibility and maturity in the way they work independently and in small groups.

73. The quality of teaching and learning in science has improved and is good overall, with some very good practice. The recent use of 'starter' and plenary activities and the display of lesson objectives are strong features of most lessons. Teachers have very good specialist knowledge and understanding in science. Thorough and detailed planning by most, together with focused questioning, helps students to do well and they often respond with enthusiasm. However, homework and the marking of students' work are inconsistent and often unsatisfactory.
74. The leadership and management of science are satisfactory. Assessment strategies are now developing well and recent documentation, such as the department handbook and development plans, is well written and a helpful resource. The head of department handles people sensitively and effectively and the team of ten teachers and four technicians is encouraged and well supported. Along with the newly appointed second in department and other teachers, the team is now strong and capable. Laboratory technicians work well together with a keen sense of purpose and their support is of very good quality.
75. Since the last inspection, there has been satisfactory improvement in the way the science curriculum is organised. Newly enhanced accommodation and resources, revised and rewritten courses, and an increased understanding and range of teaching strategies all support learning well and help to create a more positive image. However, the use of ICT by students is insufficient and extra-curricular activities are limited. The monitoring and evaluation of teaching in science are not well developed. Although information about how well students are doing is rigorously collected, data is not recorded electronically and held centrally nor is it easily accessible. Consequently, little analysis is done or proper use made of the outcomes of assessment to inform and improve teaching and learning. In Years 7-9, tasks which promote problem-solving and inquiry are not regularly assigned, and students do not experience the excitement of discovery. Students' work is generally of good quality and its recent display throughout the department gives a more attractive image of science. Overall, progress since the last inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching is good.
- The time allocated to GNVQ courses in Years 10 and 11 is insufficient and statutory requirements are not met.
- Students' attitudes and capacity to work independently are good.
- Leadership is good.
- The co-ordination and assessment of ICT in other subjects is a weakness.

### **Commentary**

76. Standards on entry to the school vary greatly but are broadly in line with the national average. By the end of Year 9 standards remain average. The performance of boys and girls is similar. Standards in the lessons seen were satisfactory. Students with special educational needs are well integrated in lessons and make satisfactory progress. Those with hearing difficulties make the same progress as other students with the help of communication assistants. Students for whom English is an additional language are well supported and achieve appropriately. Overall achievement is satisfactory.
77. In Years 7 to 9 the quality of teaching and learning is good. Students learn to use basic software competently and independently. All teachers have secure knowledge and introduce tasks well in lessons. They have good class control and motivate students well by requiring them to answer questions as lessons progress. Teachers help and guide individual students well in practical activities. As a result, students are keen to learn and have positive attitudes, important factors which help them to work independently.
78. In Years 10 and 11, six out of ten students have chosen to study the subject. In 2002, the results in the GCSE examinations were below the national average with four out of ten students obtaining A\* - C grades. An average proportion of students obtained A\* - G grades. A much larger number of students took Part 1 and full GNVQ courses at various levels. The overall examination results were below the national average. Many students failed to complete the coursework due to the lack of time in lessons. The unvalidated GCSE examination results for 2003 indicate improvement. The standards in the lessons seen were good. Achievement is satisfactory overall. The Part 1 GNVQ course has been discontinued.
79. In Years 10 and 11 the quality of teaching and learning is good. Students learn more advanced ICT methods and how to apply them in a number of commercial and business contexts. The curriculum time for GNVQ courses is well below the average and insufficient to enable weaker students to complete the coursework.
80. The leadership and management are good. The head of department is well supported by other enthusiastic teachers. They are working well together to improve standards. Progress since the last inspection has been good. The quality of teaching and learning has improved and specialist courses in ICT are now established in Years 10 and 11. The computing facilities have been much improved.

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

81. There are many good applications of ICT in art, history, music and physical education. The applications in art are often innovative, particularly in the digital imaging course. Satisfactory applications also occur in English, geography, mathematics, modern languages, religious education and science but not enough use is made of ICT in learning generally, although students show good levels of skill when using computers. The applications in design and technology are disappointing and insufficient. The progress made by students in these applications is not assessed. These arrangements do not meet the statutory requirements.

## HUMANITIES

### History

Provision for history is **very good**.

#### Main strengths and weaknesses

- Very good leadership has developed an effective team focused on raising standards.
- The monitoring of students' progress and record keeping is exemplary.
- Teachers' very high expectations of students underpin very good achievement.
- Fieldwork experiences are comprehensive and contribute strongly to very good learning.
- Some teachers use ICT very well.

#### Commentary

82. The standard of current work shows that standards by the end of Year 9 are above the national average. The most recent teachers' assessments indicated that standards were below the national average but improvements to the range of learning opportunities have enhanced students' understanding and resulted in improving standards. Currently, the standard of work in Year 11 is above the national average and confirms the unvalidated GCSE examination results for 2003. In 2002, the proportion of students achieving A\* to C grades in the GCSE examination was average, with all students securing an A\* to G pass. Although girls performed significantly better than boys, as a result of changes to the curriculum and improved learning strategies boys now achieve as well as girls.
83. Achievement of students in Years 7 to 9 is very good because, although when they begin to study the subject their attainment is below average, they quickly develop their historical understanding through a very good range of learning activities. By Year 9, students develop a comprehensive range of historical skills, including the interpretation of primary and secondary data, timelines and causation. Achievement in Years 10 and 11 is very good because students develop a good understanding of medicine through time and of working class protests in the nineteenth century, and their research skills are very good. There is some good use of ICT to extend the students' research skills and reinforce revision material.
84. The quality of teaching and learning is very good in all years with considerable consistency amongst the team. This very good practice encourages students to learn very well in groups, pairs and individually. Students' involvement in their learning is mostly very high because activities challenge and motivate them. Effective art work in a Year 8 lesson made a strong contribution to the understanding of Henry VIII's impact on his time. Good role-play in a Year 11 class brought alive the impact of nineteenth century protesters. Teachers are enthusiastic about learning and their expectations are very high. As a consequence, students respond very positively to the subject. The pace and the variety of learning activities are very impressive and encourage the full range of students to participate well. Students with learning difficulties receive good support from teaching assistants and therefore make very good progress. The monitoring of progress and departmental record keeping are excellent and provide an exceptional basis for further improvement. Marking is consistent, comprehensive and constructive. Students have very good knowledge of their progress and a very clear understanding of their learning targets. There is a comprehensive range of fieldwork experiences that support and develop the very good learning in the classroom.
85. Improvement since the last inspection has been very good because standards, achievement and teaching and learning all are much stronger. Much of this improvement is because of the very effective leadership and management of the department. There is a very clear sense of direction, well illustrated by the comprehensive development plan. Teamwork is effective and

students receive similar high quality learning throughout all their lessons. Management is very good as there is a systematic approach to developing all areas of the department. Resources are very good and the technician support remains invaluable. The recent ICT curriculum improvements are widening learning opportunities still further. This is a very successful department.

## Geography

Provision for geography is **good**.

### Main strengths and weaknesses

- Learning activities, including the use of ICT, provide challenge for most students and as a result they develop very good study skills.
- Very good resources strongly support very effective group work.
- An extensive range of fieldwork activities develops the interest of the students and supports some very high quality local study coursework projects.
- The effectiveness of teaching and learning is inconsistent because the excellent practices have yet to be fully disseminated and taken up by other departmental members.

### Commentary

86. By the end of Year 9, standards are average, although the last teacher assessment levels indicated that standards were below average. The standard of current work shows that some students are working at higher standards this year, although there are indications that recent staffing turbulence has had an adverse impact on some students' learning. Present standards in Year 9 indicate good achievement. The standard of work seen in Year 11 is above the national average and this confirms that over time standards are improving strongly. The proportion of students achieving A\* to C grades in the GCSE examination in 2002 was well above the national average, with students securing almost half a grade higher than expected. The unvalidated 2003 results do not seem as good and boys did far less well than girls. Achievement in Year 11 is very good, reflecting the overall trend of improvement in recent years.
87. By Year 9, students have acquired a good understanding of the impact on societies of volcanic activity and how the environment is affected by pollution. By Year 11, students have experienced a comprehensive programme of fieldwork activities and developed very good research skills which they use to produce local study coursework of exceptional quality. Their interpretation of statistical data is very strong and many students have developed effective data-processing skills using ICT. They learn in all years through enquiry and investigation and this encourages very good collaborative working with other students. Group and paired work is therefore particularly effective. Attitudes and relationships are very good in most classes because of the way that students are encouraged to work together.
88. The overall quality of teaching and learning is good in all years, but ranges from excellent to satisfactory and therefore the impact of the teaching is inconsistent because the excellent features of encouraging, motivating and including all students in learning are not yet part of all teachers' way of working. Many lessons are characterised by the teachers' well planned and organised delivery, using varied methods to make learning interesting. The most successful lessons provide very good opportunities for group work with considerable student interaction and also include exceptional teacher expertise which reinforces learning very effectively. In a few lessons, planning is less effective and the pace of learning is comfortable rather than challenging, with a few students being over-reliant on their teacher. Currently, there is no planned programme of monitoring teaching and learning and the excellent practices have yet to be fully taken up by all staff. Students with specific learning needs, including those who are

learning English as an additional language, receive very effective support from the teaching assistants and achieve as well as others in the classes.

89. Leadership and management are very good because there is a very clear vision focused on further improvement, with the schemes of work regularly reviewed and improved. The GCSE examination syllabus is also currently under review. The development plan has clear objectives but it lacks time scales and effective review procedures. The head of department is an excellent role model in terms of her own teaching skills. Staff and students are strongly motivated by her leadership. Record keeping is very thorough and gives a very good picture of what students have learnt. Marking is regular and clear targets for improvement are given to the students. Learning resources are very good and underpin the enquiry approach very effectively. Improvement since the last inspection has been good because both standards and achievement in Years 10 and 11 have improved considerably although they have remained constant in Years 7 to 9. Teaching remains inconsistent, with excellent practice that has yet to influence the overall quality of all teaching which, nonetheless, remains good.

## Religious education

Provision for religious education is **good**.

### Main strengths and weaknesses

- The quality of teaching is good and sometimes very good.
- Students have very good attitudes and respond well.
- Students' achievement is good on the GCSE examination short course.
- The lack of a head of department is slowing progress.
- Students in Years 7-9 do not get enough guidance on how to improve their work.

### Commentary

90. Standards in Year 11 are in line with national averages and results in the GCSE short examination course are on an improving trend. Although boys' results are below those of girls, the gap is narrowing and in lessons boys are now reaching similar standards. A particularly good feature is the number of students recently gaining A\* grades. This is amongst the highest in the school. By the time students reach Year 9, standards are in line with the expectations of the Agreed Syllabus.
91. Achievement across the year groups is good overall and best in Years 9, 10 and 11 as students' standards are a little below average on entry to Year 7. There is some repetition of content from Years 5 and 6 of the Agreed Syllabus which slows down initial progress. In Years 8 and 9, learning gains momentum and progress is good. In Year 9, students respond very well to the challenge of a more philosophical approach to the subject and boys engage particularly well with topics relating to mysteries about life and human experience.
92. As students move into Years 10 and 11, they all follow the GCSE short examination course on which they work hard and make good progress. In the week of the inspection, Year 11 students displayed great diligence in preparing for the trial examinations. Students of moderate ability are not attaining as well as they should. The department recognises the need to provide more support for them so that they reach higher grades and has established strategies for this purpose.
93. The quality of teaching is predominantly good and is sometimes very good. Most lessons move learning along at a fast pace and use good strategies both to begin lessons and to end them effectively. Teachers have good subject knowledge and use questioning effectively. Stimulating display in classrooms creates a very good learning environment. Teachers have high expectations and students respond well by taking their work seriously. This positive

approach of students is most noticeable in Years 10 and 11 where attitudes are much better than average.

94. In Years 7 to 9, students are not given enough feedback about their achievement through on-going marking and formal assessment. There are some good assessment tasks in place but they are still in the early stages of development. The department is at a crossroads in relation to leadership and management which, until recently, were very good. The previous head of department now has a new role in school and it has not been possible to appoint a replacement. It is clear that the overall planning for moving the department forward as a new Agreed Syllabus is introduced will be a challenge for the school. The department has made good progress in all respects since the last inspection.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Designing and making skills in resistant materials and graphic products are weak.
- Numbers of students taking the subject in Years 10 and 11 are declining.
- The curriculum is narrow.
- The school has not been able to recruit specialist teachers.
- The subject is not well managed.
- Students' attitudes and behaviour are good.

#### **Commentary**

95. Standards on entry to the school vary greatly but are below the national average overall. Assessment over-estimates students' attainment in Years 7 to 9. By the time students reach the end of Year 9 standards remain below the national average. The standards seen in lessons are unsatisfactory overall. Students with specific learning needs are well integrated in lessons and generally make satisfactory progress with additional help from teachers; their progress in food technology lessons is less secure. Achievement is satisfactory.
96. The quality of teaching and learning in Years 7 to 9 is satisfactory overall. Teachers give appropriate encouragement and guidance to students in practical activities. Students' attitudes and behaviour are good. In the best lessons, students are motivated by clear introductions to tasks and being required to answer questions as lessons progress. In less successful lessons in resistant materials and graphic products, not enough attention is paid to developing students' basic designing and making skills. Lessons are hurried and practical work is not completed because insufficient time is allocated to the subject.
97. Only one out of seven students chooses to study the subject in Year 10, a proportion which has significantly declined in recent years. In 2002, the results of the GCSE examinations were in line with the national average, with half the students obtaining A\*-C grades and all obtaining A\*-G grades. Students performed best in graphic products. Girls' performance was much better than that of the boys. In 2003, the GCSE examination results appear to have worsened although the performance of boys and the examination results in food technology improved. A new course in catering has recently started successfully. The standards in lessons seen were broadly satisfactory. Overall achievement is satisfactory.
98. The quality of teaching and learning in Years 10 and 11 is good. Courses in resistant materials and electronics have been discontinued. Courses in textiles and 3D design have been transferred to the art department which means that the curriculum lacks breadth although

students are involved in a useful and innovative canal barge project as a part of the Barclays Bank New Futures initiative. The quality of coursework varies and involves low levels of technology. The use of ICT to improve presentation, research topics and analyse results is insufficient. The arrangements for the management of the department are ineffective. The two heads of curriculum areas report to different senior teachers and liaison between them is insufficient. The school has had difficulty in recruiting specialist teachers. Progress since the last inspection has been unsatisfactory. Standards remain broadly similar but the breadth of the curriculum is much reduced. The subject is becoming less popular with students and is currently in decline.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Provision for art and design is **excellent**.

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

- Standards at the ends of Year 9 and Year 11 are well above average.
- Teaching is very good and is outstanding on occasions.
- Leadership and management are excellent.
- Behaviour is very good.
- Students are very well motivated.

#### **Commentary**

99. Achievement overall is excellent. Standards on entry are in line with those seen nationally. In Year 9 students reach standards that are beyond national expectations and are achieving well. Students begin their art and design GCSE examination courses in Year 9. All students select an area of study from an impressive range of examination choices which extends to specialist courses in sculpture, textiles, graphic design and digital imaging. Standards in Year 11 are well above average. Results in the GCSE examination in 2002 were well above average and in 2003 further improvements brought A\*-C grades close to 100 per cent.
100. In its first year of examination results in 2003, pupils who undertook the discrete GCSE course in graphic design and three-dimensional sculpture achieved 100 per cent pass rate in the higher grades.
101. A good feature of the students' work in Year 9 is their manipulation of a range of two and three-dimensional media. There is great emphasis on the development of good drawing and painting skills. Work is effectively based on research and experimentation, and the use of regular homework supports development and encourages individuality.
102. By the end of Year 11, many students have developed impressive skills in a range of two and three-dimensional media. Drawing skills are very accomplished and many finished pieces are developed to high standards of artistic competence and originality. Research is extensive, wide-ranging and often prolific. Students' knowledge of artists is broad and influential in their work. Those with special needs achieve well in all years. The gifted and talented are appropriately challenged through the range of additional and ambitious learning opportunities planned throughout the year.
103. The quality of teaching and learning is never less than good in all years. It is often very good and, on occasions, outstanding. Teachers have very high expectations of all students, who are well informed of the criteria by which their work is regularly assessed. This is a process in which they themselves participate. However, students in Years 7 and 8 are not well informed of

their National Curriculum level descriptors and that would help them towards further improvement.

104. There are occasions when pace in learning could be yet more demanding in the time available. Literacy skills are well developed and provision for ICT is very good. End-of-lesson reviews are not fully effective in evaluating the learning that has taken place. Nor do they do as much as they could to develop students' oracy skills. Approaches to students' spiritual development through art are not very effective but the multicultural aspect of art is a very rich vein of exploration and stimulus. Students are very enthusiastic and they work hard.
105. Leadership is excellent. Very high standards are set by a very experienced and enthusiastic specialist with a clear vision for future development and a strong commitment to maintaining excellence. Management is also excellent. Progress since the last report has been very good. Community links are very strong. Organisation and planning are very thorough. Teamwork is very strong. Technical support staff and both artists in residence share in the sense of purpose and pride in achievement. A vibrant, fertile and stimulating work environment has been established in which creative thinking and high levels of achievement can flourish. The very impressive displays of work that cover the walls of the department and the public areas of the school make a very significant contribution to the ethos of the school.

## **Music**

Provision for music is **good**.

### **Main strengths and weaknesses**

- The leadership from the teacher in charge is inspirational.
- Standards in Years 9 and 11 are above the national average.
- Learning of instruments and voluntary music-making support achievement very well.
- Unstable staffing in recent years has caused some under-achievement and lowered the standard of management.

### **Commentary**

106. Standards are above average overall. Assessment made at the end of Year 9 shows a greater proportion of boys and girls than nationally at or above the expected standard. In the unvalidated GCSE examination results in 2003, all six candidates achieved grades at A\*-C, and the highest average points score of any subject, an improvement over the previous three years. Numbers are rising on the GCSE examination course, including the proportion of boys. Performance is generally good, helped by the take-up of subsidised instrumental tuition and loan of instruments from the local authority service. The use of computerised equipment for music is a good support to composition. There is too low a standard of presentation in much written work. Unstable staffing recently resulting in some inexperienced teaching has limited learning for those students affected and has had an adverse effect on standards.
107. Achievement is good overall. In Years 7-9 students show delight in their progress in keyboard skills. Homework is sometimes used well to accelerate learning, but the ineffectiveness of cover staff can be seen in the many gaps in written work. Students do not yet know the criteria for National Curriculum levels of attainment. Well structured compositions by students in Year 11 reflect good achievement over time. One talented student was enabled to take the GCSE examination in Year 9 and achieved an A\* grade. Students with specific learning needs achieve as well as others because teachers provide them with appropriate tasks based on their learning difficulties. In Year 11, students feel frustrated by the lack of continuity in teaching and some are currently underachieving as a result. The voluntary music ensembles challenge all who take part, including those who are highly talented, through demanding repertoire and chances to perform.



108. Teaching is good overall. All teaching seen was by non-specialist or specialist supply teachers. In Years 7-9 teachers were brisk and efficient, using strategies well to ensure full attention and promote good achievement. Assessment is often incorporated into lessons and students generally know how to improve. Teachers treat students firmly but courteously. Supply teaching in Years 10 and 11 needs more enthusiasm and inspiration to motivate students to reach their potential.
109. Leadership by the teacher currently absent on maternity leave is very good. She shows initiative to improve facilities and inspires senior managers to expand provision so as to raise standards. Asian instruments are now taught and steel pans have been acquired. A pilot expressive arts course concentrates on music and film with new digital resources. This is planned to include drama and dance, using a new building and linking with a learning centre. Senior managers have taken action to alleviate the worst effects of the absence of both leading music teachers, in one case long-term. The established post of a music technician and the good integration of instrumental teachers are notable assets. Day-to-day management is largely covered but in the present situation management is only satisfactory. Improvement since the last inspection has been good. Standards have improved a little. The range of extra-curricular work and resources has been expanded. There is very good potential for further and swift improvement when stable staffing is restored.

## **Drama**

110. Drama lessons were sampled. The following commentary is based on the observation of those lessons and on analysis of examination results. The head of department was on maternity leave at the time of the inspection.
111. All students take part in drama courses in Year 7 to 9 and have the opportunity to follow a specialist course in Years 10 and 11. The subject is making an important contribution to the personal development of students by helping them to be more confident when expressing their views and communicating with others. Students have good scope for using their imagination, for working with one another and for developing their skills of presentation. They also have good opportunities to develop their critical faculties when observing one another's work. GCSE examination results are above average. Achievement is good. The subject is mostly well taught and students learn well, but the least experienced need more support to harness effectively the energies of the youngest students. The subject is making a major contribution to the cultural development of students through its extra-curricular activities.

## **PHYSICAL EDUCATION**

Provision for physical education is **very good**.

### **Main strengths and weaknesses**

- Teaching and learning are of a consistently good standard.
- Examination results are improving each year and are now well above average.
- Most students work very hard and with a clear sense of purpose and enjoyment.
- Opportunities for involvement outside normal lessons are very good.
- There is no system for tracking and monitoring students' long-term attainment and progress.

## Commentary

112. In 2002, 58 per cent of students entered for the GCSE examination gained A\* to C grades. These figures are just above the national average. Results in 2003 showed a significant improvement over the previous year with 70 per cent of students obtaining the higher grades. The most recent results maintained the upward trend of the last four years and were, the highest achieved by the department so far. On the basis of the assessments undertaken by teachers, standards at the end of Year 9 in 2003 were average. Standards seen in lessons in the present Year 9 are also average. This is also the case in Year 11. The attainment of GCSE examination students in the present Year 11 is well above average. A number of students of different ages demonstrate above average standards in athletics, basketball, cross-country, football and hockey.
113. The achievement of students in Years 7 to 9 is good. Students in Year 7 are adjusting very well to the new demands made on them. This was apparent, for example, in lessons involving both gymnastics and orienteering in which students made good progress. Students continue to achieve well in Years 8 and 9. Achievement remains good in Years 10 and 11 where a significant number of students are able to exercise leadership responsibility very effectively. The achievement of students following the examination course is very good. Most students with special educational needs make good progress and some achieve very well.
114. The quality of teaching is consistently good. In many lessons, teaching and learning are very good. Teachers are knowledgeable and enthusiastic. Students co-operate very well with their teachers and with each other in order to improve. ICT is used effectively in some examination classes. There are plans to extend its use where appropriate. Relationships between teachers and students are very positive and encourage learning at all levels. Most students participate with an obvious sense of purpose and enjoyment. In some lessons opportunities to involve students in evaluation are missed.
115. Improvement since the last inspection has been good. The curriculum issues identified in the last inspection report have been rectified. The curriculum is now much broader for all students. Other significant improvements include much higher standards among examination students and the introduction of the Junior Sports Leaders Award in Year 11. This is proving very popular. The course is helping students to develop their independent learning skills and it also provides them with opportunities to work with younger children in three local primary schools.
116. Leadership and management are good. The number of students choosing to study on the GCSE examination course is increasing each year. There is a clear sense of purpose and a strong focus on the needs of all students. The increased use of setting is having a beneficial effect on students' achievement and motivation in lessons. At present, however, there is no system in place to monitor and track the students' long-term attainment and progress. All members of the department, supported by several other colleagues, contribute to a very good range of extra-curricular activities. These are making an important contribution to the standards achieved and to the students' social and moral development.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

117. Several personal, social and health education (PSHE) lessons were observed and further sampling included an analysis of documentation. The comprehensive course is well established and makes a major contribution to the personal development of students. It is mostly very well taught by committed and effective teachers who make excellent use of their own diverse personal experiences to add depth to the course. They are expert in the use of a wide range of learning activities to help students develop their skills and understanding. The course is making a major contribution to the development of citizenship in the school.

### Citizenship

Provision for citizenship is **good**.

### Main strengths and weaknesses

- Leadership is very good and the school is well placed to develop the subject further.
- Students' participation in the community is very good.
- There is as yet too little assessed work to report on individual students' achievement.
- Monitoring is inadequate.

### Commentary

118. There is too little evidence of work assessed by teachers to make a reliable overall judgement on standards. Where students' work designated for citizenship was seen, none was unsatisfactory. Mainly from personal and social education (PSE), this includes worksheets, self-assessment, notes for oral work and imaginative artefacts which reflect students' understanding well. A good system is in place for students to identify and choose assignments from any subject which reflect appropriate learning and to record these in a 'citizenship log' during tutor periods. This is a pilot scheme and the intention is that more evidence will accumulate during the year. Not enough is done currently, by teachers, to monitor standards and progress so that future reports to parents can represent individual students rather than generalised comments.

119. Achievement through students' participation in voluntary activities and fulfilling responsibilities offered is very good. For example, the valued prefect system provides effective support for teachers and the school committee gives good experience of democratic systems, debate on community issues and decision making. Especially valuable is the use of art in the wider community outside school, especially in housing development and the hospital. An audit of provision across the curriculum led to learning modules being identified in religious education, history, geography, and PSHE. Most subject leaders have documented their support through promoting skills of enquiry and investigation and of communication, including public speaking, respecting others' views and cultures and developing leadership qualities. Monitoring of individual students' achievement through citizenship issues in all subjects of the curriculum needs more urgent development.

120. The only teaching seen specifically for citizenship was in PSHE and some tutor periods. Here it was good or very good, and in one lesson excellent. The very well structured schemes for PSHE include specific modules taught by a small team with very good liaison. Effective teaching and learning were seen in a mock election and planning a charity event in Year 7 tutorials and in a Year 9 lesson on legal sanctions concerning drugs. In a Year 11 tutorial on being an informed citizen, discussion became animated and vibrant, such was students' interest. Students learn about the value of friendship and mutual support, but tutors vary greatly in the importance they appear to place on achievement in citizenship. They lack training to ensure consistency in their awareness of this important and required subject for all students.

121. Leadership is very good. Currently this is shared between three middle managers who work hard to raise the profile of the subject. The 'launch' in autumn 2002 involved senior managers and guest speakers. The governing body has not taken any initiatives itself to promote students' concept of citizenship through its own decision-making processes. There is much striking display reflecting learning through cross-curricular weeks for Years 7 to 9, and on particular issues. Key staff have received training and keep abreast of new developments nationally. Management is good but needs more time to monitor effectively, widen provision and provide further training for colleagues. In particular, there is an over-reliance on self-assessment by students and too little involvement by teachers in monitoring achievement and raising standards.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

