

# INSPECTION REPORT

**MANOR HIGH SCHOOL**

Oadby

LEA area: Leicestershire

Unique reference number: 120263

Headteacher: Mr Paul Craven

Lead inspector: Akram Khan OBE

Dates of inspection: 15<sup>th</sup> -17<sup>th</sup> March 2004

Inspection number: 258696

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Middle, deemed secondary
School category:	Community
Age range of pupils:	10 - 14
Gender of pupils:	Mixed
Number on roll:	954
School address:	Copse Close Oadby Leicester Leicestershire
Postcode:	LE2 4FU
Telephone number:	(0116) 271 4941
Fax number:	(0116) 272 0277
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jill Williams
Date of previous inspection:	26 <sup>th</sup> January 1998

## CHARACTERISTICS OF THE SCHOOL

This heavily oversubscribed school serves a very stable population, drawn from Oadby and surrounding areas. The school roll has risen steadily from 777 in 1999 to the present 954, which makes it one of the largest middle schools, deemed secondary in the country. Overall, there are more boys than girls, especially in Years 6, 7 and 8. Pupils transfer to the school at the end of Year 5 and leave at the end of Year 9. The area served by the school enjoys considerable social and economic advantage by national standards and the proportion of pupils eligible for free meals is low. On entry to the school there is a wide range of abilities but overall attainment is above average. Nearly 60 per cent of the pupils are from ethnic minority groups, mainly British Indian. These include 43 per cent whose mother tongue is not English. Five pupils are at an early stage of learning English. The proportion of pupils with special education needs (SEN) is low though the percentage with statements is broadly in line with the national average. Most pupils with the highest level of need have general learning difficulties, specific learning or physical or behavioural difficulties. In 2003 the school received the FA Charter Standard for schools and a National Award from the Children's Charity for reintegration of sick children into mainstream schools. The school works closely with the Hospital School at Leicester Royal Infirmary. The school received an Investor in People Award in February 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27296	AkramKhan OBE	Lead inspector	
19557	Liz Halls	Lay inspector	
11190	Dr Winifred Burke	Team inspector	Art and design
22849	Dr Ronald Catlow	Team inspector	History Geography Citizenship
30597	Robina Howells	Team inspector	Science
3643	Derek Jones	Team inspector	Mathematics
17932	John Bald	Team inspector	Modern foreign languages
30648	Brian Skelton	Team inspector	English
30128	Shirley Stanley	Team inspector	Music Religious education
2034	David Tuck	Team inspector	Design and technology Information and communication technology (ICT)
18755	Roger Whittaker	Team inspector	Physical education

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 15</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15 - 17</b>
<b>PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES</b>	<b>18 - 32</b>
<b>SUBJECTS AND COURSES IN KEY STAGES 2 AND 3</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>33</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good, effective** school. Academic standards at the end of Year 9 are high. Most pupils achieve well. The quality of teaching is good, so that most pupils learn well. Attendance and punctuality are very good. The headteacher, ably supported by the governors, senior management team and staff, works hard to make the school the success it is. A few aspects require improvement. The school gives **good** value for money.

#### The school's main strengths and weaknesses are:

- Results in national tests taken at age 14 are consistently well above average.
- Pupils' attainment in science at the end of Year 6 is not as good as in English and mathematics. Standards of achievement in music are not high enough.
- The headteacher provides very good leadership, setting high expectations across the school.
- Good quality teaching leads to effective learning and good achievement.
- The educational provision for pupils with special educational needs is good and they achieve well in relation to their prior attainment.
- Most pastoral work is good, but support for individual pupils could be more thoughtful.
- The school provides a broad range of curricular and extra-curricular opportunities.
- The school does not provide collective worship. There are insufficient opportunities for pupils' spiritual development.
- Serious shortcomings in the school's accommodation affect adversely what can be achieved.

Since the last inspection in 1998, the school has made **good** progress. Much has been achieved on the strategic role of governors, whole-school and departmental performance reviews. However, there is no provision for a daily act of collective worship. Systematic monitoring of pupils' attainment and progress enables them to reach well above average standards in the national tests at the end of Year 9. Teaching remains strong. Daily organisational arrangements are highly effective and efficient. Attendance is very good. It is a good place for pupils to learn and thrive.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 9, compared with	all schools			Similar schools
	2001	2002	2003	2003
English	A	A	B	A
mathematics	A	A	A	A*
science	A	A	A	A*

Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.

**Standards are above average and pupils' achievement is good.** By the end of Year 9, standards are well above average in mathematics and science and above average in English. This represents very good achievement in mathematics and science and good achievement in English. In comparison with similar schools, the results are very high in mathematics and science and well above average in English. Value added improvement between Year 6 and Year 9 is very high. Standards seen during the inspection are above average in English and mathematics and average in science at the end of Year 6; in science pupils are not achieving as well they should. In Years 7-9, pupils' achievement is very good in mathematics, science and art and design; good in English, design and technology, geography, history, ICT, physical education and religious education and satisfactory in French, music and citizenship. The achievement of pupils with special educational needs is good.

Pupils' personal qualities, including their moral, social and cultural development are good, though the subjects need to do more to promote their spiritual development. Pupils' attitudes and motivation are

exceptionally strong and contribute significantly to effective learning. Behaviour in and around the school is good. Attendance is well above average and pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education is good.** Teaching and learning are good throughout the school. Teachers have high expectations of pupils and challenge them appropriately to reach high standards. Key skills in numeracy, literacy and ICT are taught well and are important factors in pupils' ability to learn effectively. The best lessons are lively and stimulating, with pupils responding with heightened motivation. In a few unsatisfactory lessons in music, modern foreign languages and physical education, there is insufficient pace and variety and teachers do not cater for the full ability range. **The curriculum, including an extensive programme of extra-curricular activities, is good** and there are strong links with the community and other schools. The school's commitment to equal opportunities and its success in including all pupils in the life of the school are central to its effectiveness. Performance data on pupils' progress are comprehensive and teachers use them well for planning. Resources are good but serious shortcomings in the accommodation adversely affect work in science, physical education, music and art and design. The cramped site provides too few social areas for pupils. Pupils are well supported in their academic and pastoral development. The school works well with parents.

## **LEADERSHIP AND MANAGEMENT**

The headteacher, ably supported by the senior management team, provides highly effective leadership. The governors are efficient and contribute to the continuous improvement of the school. There is a shared understanding of the school's aims and values and a strong commitment to high achievement for all. The school evaluates its work thoroughly and has a good grasp of its strengths and weaknesses. Financial controls and management of resources are good.

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

Parents' views are positive overall. They believe that the school is well run and their sons and daughters make good progress. Some parents who responded to the questionnaire are unhappy about the way the school works with them and the information they receive. The headteacher and school's governors are keen to further strengthen relationships with parents. Pupils in their questionnaire and in interviews with inspectors were strongly supportive of the school. Ninety eight per cent affirmed that they are well taught and are expected to do their best and 96 per cent said they were pleased to be there.

## **IMPROVEMENTS NEEDED**

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

- Raise pupils' attainment in music throughout the school and science in Year 6.
- Provide more planned opportunities for reflection and pupils' spiritual development.
- Involve pupils in assessment of their own work.
- Extend use of ICT in French, music, art and design and design and technology.
- Improve deficiencies in the school's accommodation and improve drinking water facilities.

**And, to meet statutory requirements:**

- Provide a daily act of collective worship for all pupils.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects and courses

Standards in Years 7-9 in English, mathematics and science are **well above the national averages** and by the end of Year 9 standards are well above expectations in most subjects. Achievement is **good** relative to pupils' prior attainment. Standards are **above average** at the end of Year 6 but achievement is **satisfactory**, given the above average starting point of pupils on entry to the school.

#### Main strengths and weaknesses

- Results in the national tests for 14 year olds are well above the national average. Value added improvement between Years 6 and 9 is very high.
- The implementation of the National Key Stage 3 Strategy is having a very positive effect on standards in Years 7-9.
- Pupils who are gifted and talented and those with special educational needs achieve well.
- Standards of achievement in music are not high enough.
- Pupils do not achieve as well as they should in science in Year 6.

#### Commentary

1. Pupils enter the school with levels of attainment that are above average. In Year 6 pupils' achievement is **satisfactory** in English and mathematics but is **unsatisfactory** in science. In 2003, results at the end of Year 6 in the 2003 National Curriculum tests were above average. The rate of improvement for English, mathematics and science was above the national trend. There are, however, variations in the trend between each subject. English results have remained consistently above the national average but science results have remained average. Mathematics results were well above average in 2002 and are above average in 2003. These are represented in the table below:

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	28.4 (28.2)	26.8 (27.0)
mathematics	27.8 (28.3)	26.8 (26.7)
science	29.0 (28.6)	28.6 (28.3)

*There were 228 pupils in the year group. Figures in brackets are for the previous year.*

2. In Years 7-9 pupils make **good** progress. Overall, **achievement is good** and value added improvement between Year 6 and Year 9 is **very high** in comparison with the national average and in comparison with similar schools. Standards since the last inspection have been rising at a rate faster than the national average. Good teaching and high expectations in most subjects ensure effective monitoring of pupils' progress towards their challenging targets. In the National Curriculum tests in mathematics and science at the end of Year 9 results have been consistently well above average. In the 2003 National Curriculum tests, standards were well above average in mathematics and science and above average in English. The school reached its targets in mathematics and science but missed them in English, although pupils' achievement in English is broadly consistent with expectations. Compared with similar schools, standards were well above average in mathematics and science but below average in English. The proportion of pupils reaching the higher levels in English fell slightly and was



lower than in similar schools. Pupils' attainment is well above average in art and design and above average in all other subjects except in French, music and citizenship, where it is average. Pupils' achievement is very good in art and design, good in design and technology, geography, history, ICT, physical education and religious education and satisfactory in French, music and citizenship.

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

Standards in:	School results	National results
English	35.1 (35.9)	33.4 (33.3)
mathematics	39.9 (38.4)	35.4 (34.7)
science	38.1 (36.9)	33.6 (33.3)

*There were 223 pupils in the year group. Figures in brackets are for the previous year.*

3. The school uses a variety of measures to monitor and analyse pupils' performance. The analysis for the 2003 results shows that at the end of Years 6 and 9 there was no significant difference in the performance of boys and girls in mathematics and science. In line with national trends girls outperformed boys in English although the performance of boys was not only better than that of boys nationally but also close to the national performance of girls. There was no significant difference in the performance of pupils from different ethnic groups at the end of Year 6. A similar picture emerged at the end of Year 9: girls outperforming boys in English though there is no significant difference in their performance in mathematics and science. In 2003, white indigenous pupils outperformed ethnic minority pupils in French, ICT, geography, music and physical education. In the previous years ethnic minority pupils had performed better in English than their white peers.
4. In Years 7-9, the implementation of **the National Key Stage 3 Strategy**, is contributing significantly to much improved standards and achievement. Standards of literacy are good across the school; pupils write and read a good range of texts for pleasure and to support research. Speaking and listening skills are well developed. In discussions, pupils contribute intelligently and give reasons for their opinions. Pupils' competence in mathematics is very good. They can handle competently number and measurement, mentally, orally and in writing. Pupils' ICT skills are well developed and they can use these skills for research and presentation in most subjects, though the use of ICT in music and French is unsatisfactory.
5. In all years the achievement of pupils with special educational needs is good because teachers are sensitive and responsive to their needs. These pupils are frequently provided with effective support in lessons, which ensures that their progress is good. Targets for improvement are identified and individual education plans are becoming more precise and are therefore helping pupils to achieve better. The education support staff, for example, work closely with the English department to support literacy development and pupils' individual education plans have a very strong focus on literacy. Pupils with special educational needs achieve less well than everyone else when extra adult support is not available. Teachers are aware of the varied needs of gifted and talented pupils and plan lessons effectively, which allows them to realise their potential. Some subjects, such as English, mathematics, science, history, modern foreign languages and religious education, work closely with teachers from the upper school and other outside organisations and provide extension and enrichment work to challenge and support gifted and talented pupils.

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

Pupils' attendance is **very good** and their punctuality is **good**. Pupils' attitudes, interest and involvement in school are **very good**. The number of exclusions is low. The attitudes of all pupils towards their learning and their interest and engagement in their work are **very good**. Behaviour

throughout the school is good. Overall, pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

### **Main strengths and weaknesses**

- Attendance is very good.
- Pupils enjoy school, have good attitudes to their learning and work hard to achieve their potential.
- Behaviour in and around the school and in most lessons is good.
- The personal development of pupils is good.
- Pupils with special educational needs respond well to the specialist support provided.

### **Commentary**

6. Most pupils enjoy coming to school because they think it is a good school. Pupils' very positive attitudes to school and learning are major factors contributing to good achievement. Most pupils behave well, both in the classroom and around the school. They show interest in their work and willingness to think, collaborate and concentrate and take pride in their own achievements. They respond enthusiastically to good teaching that stimulates and holds their interest. For example, in a lower set English group pupils enjoyed a wide range of activities and their behaviour was very good. However, in a few lessons, where teacher pupil relationships are weak the unacceptable behaviour of a few pupils adversely affects the work of others. This contrasts completely with the very good behaviour in the dining room, library and corridors and around the school. Pupils' behaviour in school assemblies is exemplary. They are pleasant and polite to visitors and listen attentively to visiting speakers such as representatives of the fire service.
7. The school operates as a generally orderly community in which pupils say that they feel safe. Pupils generally get on well together and cope well with the lack of social areas; they are mostly polite, friendly, helpful and happy to take on responsibilities. Most teachers are consistent in applying the rewards and sanctions, pupils generally respond positively, are pleased when they have done well and accept the consequences when they have let themselves down. Pupils with special educational needs make good gains in social skills, self-confidence and the many other qualities necessary for independence in both school and the outside world.
8. A few parents expressed concerns about bullying; the inspection team talked with many pupils who did not see bullying as an issue and none was seen during the week of inspection. School records indicate there have been very few reported cases and any such are always dealt with promptly and effectively. The number of temporary fixed period exclusions is much lower than is typical of a school this size. It is significant that no pupil has been excluded permanently in the last six years.
9. Pupils' moral, social and cultural development is good. Pupils' development of spiritual awareness is satisfactory, but is not planned into lessons as often as it could be. Pupils' spiritual awareness and experience are enriched through subjects such as music and religious education. Opportunities are often missed within the planned curriculum for reflection and the development of independent curiosity. The pupils' spiritual development is limited by the school's unsatisfactory provision for collective worship. Pupils know right from wrong and respond well when corrected.
10. Pupils take responsibility and develop effectively their personal and social skills. They carry out a range of duties in and around the school. Members of the school council take their duties seriously and are proud of their achievements. They consult with their peers and ensure those pupils' views and ideas are considered and discussed with the headteacher. They act according to their own principles and to challenge things that they consider to be unfair. They benefit from a wide range of opportunities for enrichment and extra-curricular provision and their social development is good. Some of the older pupils are training to be peer mediators for

those pupils who find making and sustaining relationships difficult. Pupils' cultural awareness is good. The school has created a successful multicultural and multi-ethnic community within which all are included and encouraged to achieve their full potential in their learning and life skills. Pupils appreciate a range of multicultural music and through religious education they develop an awareness of world religions and global cultures. Visits to places of cultural and educational interest are limited but there are visitors to the school who enrich the curriculum.

11. Attendance is monitored carefully and the school and parents work well to ensure that pupils come to school. As a result pupils have very good attendance records and they arrive punctually at the start of the day and for lessons.

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

Authorised absence	
School data	4.9
National data	6.0

Unauthorised absence	
School data	0.0
National data	0.3

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

**Exclusions**

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	359	7	0
White – Irish	5	0	0
White – any other White background	15	1	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Asian	16	0	0
Mixed – any other mixed background	8	1	0
Asian or Asian British – Indian	372	2	0
Asian or Asian British – Pakistani	24	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – any other Asian background	35	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British- African	3	0	0
Chinese	6	0	0
Any other ethnic group	6	0	0
Parent/pupil preferred not to say	14	1	0
Information not obtained	72	1	0

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**Teaching and learning**

The quality of teaching and learning is **good** and promotes good progress and enables pupils to achieve well in National Curriculum tests. Teaching is consistently **very good** in mathematics, art and design and design and technology. A few **unsatisfactory** lessons were seen in music, modern foreign languages and physical education.

**Main strengths and weaknesses**

- Teachers have high expectations of pupils’ work rate that leads to effective learning.
- Very good subject expertise and effective planning, stimulate pupils’ interests in and commitment to, learning.
- Most teachers give a high priority to pupils’ individual needs so that almost all are able to participate at an appropriate level in lessons.
- Teaching of literacy, numeracy and ICT skills is good.
- Teaching is unsatisfactory in a few lessons in French, music and physical education.
- The analysis of assessment data to set subject targets is good.

**Commentary**

12. During the inspection examples of good and very good teaching were seen in almost all subjects; consequently effective learning is widespread. There is a high proportion of good and very good lessons- an improvement on the previous inspection. Four out of five lessons are at least good and one in three is very good or excellent. The overall quality of teaching is a significant factor in helping pupils of all levels of attainment and backgrounds to achieve and do well. There was some excellent teaching in mathematics, art and design, religious education and textiles. Outstanding features of these lessons were careful planning, lively introductions, followed by varied and interesting activities that engaged pupils in highly effective learning and contributed to substantial gains in knowledge, understanding and skills. Very good teaching was seen consistently in mathematics, art and design and design and technology throughout the school and in geography and modern foreign languages in Year 6. A few unsatisfactory lessons were seen in modern foreign languages, music and physical education. In these lessons pupils made little or no progress.

**Summary of teaching observed during the inspection in 107 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (6%)	28 (26%)	52 (48%)	16 (15%)	5 (5%)	0 (0%)	0 (0%)

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

13. Teachers have very good knowledge of both their subjects and examination requirements that enables them to prepare pupils for the National Curriculum tests. Well presented introductions to lessons capture pupils’ interest and encourage them to participate enthusiastically in the learning process. Teachers’ expertise ensures that pupils benefit from very clear explanations and effective demonstrations. Teachers in most French lessons use the target language with good intonation and pace their speaking very effectively to help pupils understand. In the very good and excellent lessons, teachers use questioning well to encourage discussion of ideas and to probe pupils’ knowledge and understanding. In this way, pupils are also helped to recognise how well they are doing and most have a good understanding of what they need to do to improve. Many teachers have enthusiasm for their subject, for example in mathematics, art and design and design and technology, which is communicated to pupils and generates a great deal of enjoyment. In art and design, for example, teachers are inspirational in their demonstrations, in their strategies for engaging and challenging pupils and in their logical planning.

14. Teachers plan lessons well, building on pupils' prior learning. Well structured introductions are used successfully in most subjects to ensure that learning is systematic and well considered. In the majority of English lessons well planned activities develop all four skills of speaking and listening and reading and writing. In design and technology, teachers make the lessons exciting by a wide range of different activities, supported by high quality learning resources. In religious education opportunities to explore individual beliefs are examined sensitively. In most good and very good lessons, in the plenary discussions, pupils are given the opportunity to review what has been learnt. Teachers' high expectations of learning and achievement are reflected in lessons that are taught at a good pace and in activities that challenge pupils of all levels of attainment to think for themselves.
15. Basic skills, including literacy, numeracy and ICT, are usually taught well and incorporated successfully into lessons. There is a good focus across subjects on developing pupils' literacy skills so that pupils gain confidence in their ability to write and communicate effectively.
16. The teaching of pupils with special educational needs is good. Expectations of both work and behaviour are appropriate. The improvement in both the quality and use of individual education plans ensures that the work set is well matched to pupils' needs which enables them to make good progress. Teachers liaise effectively with teaching assistants to maximise learning outcomes. Subject teachers and classroom assistants are aware of and plan to meet, the targets in pupils' individual education plans. For example, teachers identify the required key words and relevant subject vocabulary which are taught systematically to improve pupils' access to learning in the subject.
17. Homework is mostly purposeful and occasionally challenging and used well to consolidate and develop what pupils have learnt in lessons. In lessons where teachers' expectations are high, pupils are encouraged to carry out their own research and prepare class presentations. Work is marked and in the best lessons teachers give pupils useful verbal and written comments on how to improve their work. Performance data are used well to set targets and to raise standards. In Years 7-9, pupils know their targets, reflect on the quality of their work and are well aware of what they need to do to improve.
18. In a few unsatisfactory lessons in music, French and physical education, planning does not always take sufficient account of the needs of groups of differing attainment and tasks do not challenge adequately the average and higher attaining pupils. Lessons lack pace and variety and activities are not well matched to pupils' prior learning, which results in pupils not achieving the depth of knowledge and understanding required for a National Curriculum subject. In a few weak French lessons, inaccurate pronunciation limits pupils' opportunities to learn to speak accurately. In science, though teaching is at least satisfactory, there are limited opportunities for pupils to plan investigations to test their own ideas and develop higher order investigational skills.
19. The quality of teaching and learning has improved since the last inspection. Effective strategies have been developed over time to improve the quality of teaching and learning in all areas of the curriculum and the school's initiative to monitor and evaluate teaching and learning is having a positive effect, encouraging teachers to share ideas and spread good practice within departments. The school has a good programme for teachers' professional development and training. Staff training has focused on encouraging pupils to think about how they learn and how to be involved in their learning. The senior management team and subject managers monitor and evaluate teaching and review pupils' progress. These initiatives are having a positive effect, encouraging teachers to share ideas and spread good practice within departments.

## **Assessment**

20. **The analysis of assessment data to set subject targets is good.** The headteacher ensures the success of this system through regular interviews with heads of department. The

senior management team has recognised the need to mentor middle-attaining pupils and have trialled this initiative. Currently tension exists between serving the needs of these pupils and taking time away from subject areas. Good assessment systems inform the working practices of the special educational needs co-ordinator (SENCO) and her team of learning support assistants. The recent installation of an upgraded system of data storage and retrieval means that all staff will be able to access information for both individuals and groups at the appropriate level for their needs.

21. The school's focus on improving teaching as the means of raising standards has resulted in an emphasis on assessment of learning rather than assessment for learning. Although pupils are given targets for improvement much more could be done to involve them in the assessment process. In the best practice, Year 6 pupils fully understood the quality they were aiming for as a result of the excellent assessment procedures in place in their mathematics lesson. In many subjects however, teachers rarely shared learning intentions with pupils and provided few opportunities to listen to pupils at the end of lessons to discover what they perceive that they have learned. Marking is too variable, both within and between subjects. Written comments are often evaluative but with no explanation as to why the judgement was made. This is a missed opportunity for reinforcing the quality aimed for, which in turn could lead pupils to become more successful at regulating their own learning. Reports to parents also highlight a gap between the good intentions of the school and successful communication of the intended information. Targets for pupil improvement are shared in school reports but no explanation is given as to how they might be achieved.
22. Particular strengths in the use of assessment procedures with an effective impact on pupils' learning, are found in mathematics, English and design and technology. Both the performance data and teacher assessments are well used to inform planning in art and design, history, geography and science. There are major weaknesses in assessment for learning in music and modern foreign languages. Progress since the previous inspection has been good in establishing targets for improvement in tests but much work has still to be done in developing the use of assessment to help pupils to become independent learners.

## The curriculum

The curriculum is **good**. It is well planned, has much improved since the last inspection, is inclusive and underpins the school's aims to achieve high standards. Extra-curricular provision is **good**, providing a wide range of enrichment activities in sport, the arts and in other activities. Resources are **good** but there are **serious deficiencies in accommodation** which adversely affect teaching and learning in a number of subjects.

## Main strengths and weaknesses

- The curriculum is good, satisfying the demands of the National Curriculum.
- The equality of opportunity offered to pupils through the curriculum is very good.
- The curricular programme is put together with care, sensitive to the needs of pupils.
- The pressure of pupil numbers has put a strain on accommodation and some subjects are taught in inappropriate rooms.

## Commentary

23. **The overall quality of the curriculum provision is good.** Pupils are taught all subjects of National Curriculum up to Year 9, including ICT, personal and social education and citizenship. In addition religious education and drama are taught as separate subjects, making a significant contribution to pupils' personal and social development. There is no daily act of collective worship and there are not enough opportunities for pupils' spiritual development.

24. The curriculum is well planned, managed and evaluated by the leadership group. The provision has been greatly improved since the previous inspection. A particular strength is the care with which the programmes of teaching are constructed to match the provision to the needs of all pupils. There are good arrangements to ensure that pupils with special educational needs receive their full National Curriculum entitlement. Pupils with the greatest need receive good support to improve their reading and other basic skills.
25. A notable feature is the successful implementation of the Key Stage 3 Strategy in many subjects. Curriculum development through innovation is very good, with strengths in design and technology and mathematics. Provision for citizenship is satisfactory. There is very good support for learning outside the school day in English and mathematics. Subject arrangements enable the organisation of pupils into groups that suit them best. English groupings, for example, are very creative, allowing for a focus on the needs of all pupils, including the gifted and talented and those with special needs. In mathematics pupils are placed in sets in line with their prior attainment. This allows them to succeed and achieve well above average standards in the National Curriculum tests. Continuity in the curriculum is maintained through good teacher links between Year 6 and other years. The school has productive working relationships with other institutions including the upper school.
26. There is a good range of extra-curricular activities, including well-planned educational visits. Pupils' regular participation in sport and the arts considerably enhances their opportunities for success. A high percentage of pupils are represented in inter-school games. There is open access to recreational and educational clubs and the school uses outside coaches for training. A good percentage of pupils take part during lunchtime; numbers are restricted in the evening activities because of the responsibilities pupils have elsewhere. The art and design and design and technology departments have open access at lunchtime and runs specific design activities. Drama is a valuable asset to the school in developing pupils' social skills.
27. The expertise and experience of both teaching and non-teaching staff are used appropriately to support the learning of pupils in most subjects. A few lessons of music in Year 6 are taught by a non-specialist music teacher. Teaching assistants are especially effective in supporting pupils with special educational needs. Staff development is well matched to needs highlighted in the school's strategic plan. Resources are good in most subjects. The library is very good. The accommodation gives rise to serious concerns. The school, when built, was intended for 630 pupils. There are now 954 pupils which puts a strain on accommodation and some subjects, for example, music, science, art and design and physical education, are taught in inappropriate rooms. Although the new building programme provides for a hard play area there are no plans for the enhancement of indoor facilities, such as a sports hall. No social areas are planned. It is likely that some temporary classrooms will have to remain.

### Care, guidance and support

The overall quality of care, guidance and support for pupils is **good**. Teachers monitor and support pupils' academic progress **well**. Pupils' involvement in the school's work and development is **good**.

### Main strengths and weaknesses

- Very good support, advice and guidance are provided by the school.
- There are very good arrangements for pupils entering Year 6.
- A good range of skilled support staff strengthens considerably the school's pastoral provision.
- The recently introduced mentoring system makes a good contribution to pupils' development.
- Pupils do not have good access to drinking water.
- Lunchtime arrangements are not effective in ensuring that all pupils have sufficient time to eat or in encouraging healthy eating.

### Commentary

28. The school's management team effectively undertakes specific pastoral roles and leadership of tutorial support. The pastoral teams support their pupils very well, value their efforts and create a caring ethos that encourages everyone to work hard. The systems work well, because those responsible communicate with each other frequently and informatively. Tutors, subject teachers, heads of year and, increasingly, mentors review pupils' personal and academic progress on a regular basis and use the information to provide them with good advice and support. Pupils and parents are particularly positive about the good arrangements to help pupils settle happily into secondary school life.
29. There is a very good induction programme for pupils when they transfer from the partner primary schools. Pupils are given good guidance when transferring to the upper school. Personal, social and health education lessons offer them useful guidance on a variety of topics, such as decisions about what to study in Years 10 and 11 or what avenue to take after the end of compulsory schooling. Career advice is well organised and available to all pupils in Year 9. Pupils make informed choices when selecting their option subjects for Year 10.
30. The arrangements to ensure child protection are very good, with good training for all staff, good methods of communicating concerns and suitable emphasis on maintaining confidentiality. There are good procedures to support those who have accidents or feel unwell. Pupils benefit from weekly visits from the school nurse who is available to discuss any healthcare concerns they may have. Health and safety procedures are good in practice and the school carries out regular risk assessments. The lunchtime games club ensures that pupils who do not like the playground can be supervised and supported well. Reading and spelling clubs help pupils to feel fully equipped to make the most of lessons.
31. Procedures for identifying pupils with special educational needs are good. Pupils with statements are monitored effectively and annual review assessments meet all statutory requirements. Individual education plans to support pupils' learning are of good quality, identifying suitable targets which pupils are involved in setting themselves. Learning support assistants are well deployed and give effective support.
32. Parents and pupils expressed concerns about the access to fresh water, the arrangements at lunchtimes and the cleanliness of toilet facilities. Inspection evidence concurs that all these serious concerns require urgent action by the school. There are problems with the supply of drinking water, currently only available in the toilets. The pressure on dining space is acute, requiring a high degree of tolerance by pupils. Social areas are lacking. The cramped site provides too little space for pupils to get away from each other and let off steam.
33. The pupils are fully involved in the life of the school and the latter seeks their views and opinions in a number of ways. There are representatives from each year group on a whole school council. Pupils are being invited to become increasingly involved in influencing school life; older pupils have been offered training from 'Child Line' to become 'Trust in Me' confidential counsellors.

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

The school's partnership with parents is **good**, its links with the community are **good** and those with other schools and colleges are **good**.

### **Main strengths and weaknesses**

- The school's endeavours to welcome and involve parents in their children's learning.
- Community links play an important role in the pastoral care provided for students.
- Close partnership working with other schools is strengthening the transition arrangements when pupils transfer to and from the school, especially for those with special educational needs.



- The school provides parents with satisfactory information and opportunities to discuss their child's standards and progress but parents would like more.

## Commentary

34. Written information for parents is of good quality and now includes such helpful features as curriculum information and homework planners. Staff contact parents when there are any concerns. The headteacher talks to all new pupils and their parents prior to them starting at the school. This provides a good opportunity to set out the school's expectations and to help parents to understand how they can work in partnership with the school to ensure that their children make the best of what it has to offer. In addition, when pupils' start in Year 6 there is an opportunity for parents to discuss with staff how well their child has settled in.
35. Parents are welcomed to school to discuss any problems and also to find out about their children's progress. Responses to the pre-inspection parents' questionnaire, suggest that parents would like more opportunities to find out how their children are doing and how they can help. All pupils receive an annual progress report which provides a satisfactory overview of their progress and attainment. Pupils in Year 9 also receive an end of year report prior to leaving the school. These reports demonstrate that teachers have a good knowledge and understanding of individual pupils though they could be expanded to provide parents with guidance as to how they can provide more effective support in their child's learning. Parents are invited annually to discuss their child's progress with both tutors and subject teachers. In Year 9 parents are invited to a consultation evening with staff from the upper school to discuss subject option choices for Year 10. At parents' request the school also provides a pre- SATS meeting. The school has good procedures to deal with any complaints or concerns and endeavours to resolve these promptly and effectively. Good opportunities are provided to involve parents in the school's developments through the half termly 'Parents Consultative Committee'. There is an active parents' teachers' 'The Manor Association' that reflects the diverse ethnic population served by the school. The association supports the school through fund-raising and organising social events.
36. Through the positive involvement with the school's nursing service the school has strengthened its pastoral care for pupils. This has led to, for instance, the good quality advice and guidance for pupils' healthcare needs. Having a weekly opportunity for pupils to discuss any concerns provides reassurance and where necessary referral to other agencies or health services. The partnership with local emergency services is also good in promoting pupils' personal safety. The fire service, for example, showed videos and discussed fire safety with Year 7 pupils. Good opportunities for learning are provided in the wider community and pupils' enjoy a wide range of educational and recreational visits. The school encourages community use of the school facilities such as for Asian dancing lessons.
37. The school works in close partnership with a number of other schools and colleges. These partnerships are having a very positive effect at school management level, especially with Manor High special educational needs staff visiting primary feeder schools to aid transition for pupils with special educational needs.

## LEADERSHIP AND MANAGEMENT

### Main strengths and weaknesses

- The headteacher provides very clear vision and sense of purpose. He has high aspirations for pupils and staff and provides the drive towards continuous school improvement.
- Clear strategic planning is well focused on maintaining high standards and improving achievement. Self-evaluation is well embedded, both at departmental level and at whole-school level.
- Governors have a good understanding of the work of the school but they have not ensured compliance with the statutory requirements to provide collective worship.
- The leadership and management of most subjects, including special educational needs, are good or better; in English, mathematics, art and design and design technology they are very good.

- Performance management arrangements work well providing good opportunities for staff development.
- Financial management is good.

## Commentary

38. The governing body is very supportive and is at the heart of forward planning and decision-making. It works hard to fulfil most of its responsibilities as required under law but has not succeeded in providing a daily act of collective worship, due to the constraints of the existing accommodation. The school has created three vertical groups and only one of these can attend school assemblies at any one time. The governing body has undertaken effectively the annual performance review of the headteacher and assisted with the review of 'the Leadership Group'. It has established close links with subject departments and is very effective in monitoring, challenging and participating in the annual review and evaluation. Governors readily question policies, procedures and practices, particularly in respect of curriculum, teaching and standards achieved by pupils. The annual report to parents provides much useful information and explains any actions taken to address issues identified in the last OFSTED report. Written responses to the pre-inspection questionnaire suggest that some parents would welcome the opportunity for constructive dialogue with the governors.
39. The headteacher provides strong and inspirational leadership which successfully maintains a sharp focus on raising academic standards. He has a clear, inclusive and ambitious vision for the school. He has established principles and procedures that set the tone for all that the school does. The senior management team has complementary skills and experience, forming a cohesive and effective team. The leadership group has a clear understanding of its role and increasingly is taking responsibility for maintaining high standards and improving the quality of education.
40. The management of the school is good. The school is self-critical with a rigorous approach to self-evaluation and openness to outside evaluation. It has developed effective strategies to carry out self-reviews using a range of performance measures. The headteacher spends considerable time and effort in analysing National Curriculum results to evaluate the comparative performance of boys and girls and pupils from different ethnic groups. Much useful information is made available to support, monitor and track pupils' progress and achievement. The use of pupils' performance data enables realistic and challenging targets to be set for individuals and year groups. Some subject plans lack precision and do not include measurable targets against which improvement can be measured. The school recognises that work in this area is a priority.
41. Highly effective and efficient performance management systems are in place. Targets are linked to school and subject priorities and have led to improvement in teaching, learning and pupils' achievement. All members of the senior management team participate with staff in monitoring and evaluating the quality of teaching, standards and aspects of other provision. Reviews of standards in individual departments are particularly rigorous and well organised. The school is strongly committed to the continuing professional development of all staff. Provision is linked directly to the school's improvement plan or to the objectives that arise from performance management. Teachers are therefore well supported in raising pupils' attainment.
42. Most heads of subject departments provide good professional leadership and generally departments are well managed. They are now clear about their accountability for standards within their subjects and about their role in action planning, monitoring and evaluation in the drive to sustain and raise standards. The leadership and management of English, mathematics, art and design and design and technology departments are very good. They have been effective in generating ideas, enthusiasm and support for staff. The management of special educational needs is good. The special educational needs co-ordinator ensures that students' individual educational plans provide relevant and focused targets and that these are

shared properly with subject teachers. The leadership of science, music and French has not provided the vision and the drive needed to move the department forward.

43. The school has a strong commitment to inclusive education. It has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work. The school takes pride in the multicultural nature of the intake and celebrates cultural and ethnic diversity. Pupils with special educational needs and gifted and talented pupils are well supported.
44. The management of the school is good. The day-to-day administration is highly effective and efficient and there are clear lines of communication both within the school and with the wider community. Existing accommodation and resources are well managed and used efficiently. There is a well-established cycle of meetings for the whole staff and for pastoral and academic teams. This is a self-critical school with a rigorous approach to self-evaluation and openness to external evaluation by the local authority.

### Financial information

#### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	2,325,574.50	Balance from previous year	69,790.64*
Total expenditure	1,876,209.38	Balance carried forward to the next	139,701**
Expenditure per pupil	1,966.67		

*\*This balance includes £48,088.00 devolved formula capital funds which are committed to the building programme.*

*\*\* It includes £119,172 which is committed to the new building programme.*

45. Financial management is good. The assistant headteacher, finance officer and the governing body have managed the school's finances prudently and over the last few years and have balanced its books with no deficit budget. All educational priorities are costed very efficiently and the school is very effective in ensuring that monies allocated for specific purposes, such as special educational needs, are spent appropriately. The school is very adept at ensuring best value from various services and in comparing its performance against relevant benchmarks. Its accounts are audited regularly. The recent audit report commented favourably on the financial statement prepared by the governors, proper accounting records and effective internal controls in respect of grants. The school gives good value for money in terms of good educational standards achieved and the good quality of education provided, in view of the fact that expenditure per pupil is below average and accommodation is unfavourable.

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

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **good**.

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

- Standards are above the national average at the end of Year 6 and well above the national average by Year 9.
- Good teaching ensures that pupils achieve well.
- Pupils with English as additional language make good progress and achieve as well as other pupils.
- The curriculum is very good and is the framework for effective teaching for all pupils.
- Creative planning and organisation have increased opportunities for the enhancement and the enrichment of the curriculum.
- There is some underachievement of boys especially in Year 9.

#### **Commentary**

46. In 2003 results in English in national tests at the end of Year 6 were above the national average. They were in line with results in schools with similar pupils and were rising faster than the national trend. Pupils with English as an additional language achieve as well as other pupils, but girls' attainment is slightly higher than that of boys at this age. In national tests at the end of Year 9, English results were well above the national average in 2003. However, the proportion of pupils reaching the higher levels in English fell slightly and was lower than in similar schools and below the levels reached in mathematics and science. The gap between girls' attainment and that of boys is wider at this age, but the disparity is less than the national difference. There is no difference in the attainment of pupils with different cultural backgrounds.
47. Standards in English of most pupils are above average when they enter the school in Year 6. Standards seen in lessons and in a scrutiny of pupils' work confirm that they make good progress between Years 6 and 9. Good teaching helps them learn the skills they need and pupils achieve well so that by the end of Year 9 they are achieving well above the national average for their age. Pupils with special educational needs make good progress. The achievement of pupils of all ethnic heritages is the same. An evaluation of their achievement and observations in both English and drama lessons, indicate that, although boys generally are ahead of the national standards of boys, some middle attaining boys achieve less well than other pupils. Drama is taught as part of English and is also taught as a separate subject by a specialist drama teacher. Standards in the one drama lesson seen were good.
48. Good teaching is a strength of the English department. No unsatisfactory teaching was seen. In two thirds of the lessons teaching and learning were good or better. In 20 per cent of lessons the teaching and learning were very good. Teachers have a good command of their subject and use a good variety of teaching methods. In the majority of lessons well-planned activities develop all four skills of speaking and listening and reading and writing. The learning aims of the lessons are clearly set out and many end with an evaluation of the skills and knowledge gained by pupils. The best lessons include lots of opportunities for teachers to assess pupils' progress by asking them to read back their notes or to report on their group work. Teachers set high standards of work and behaviour and pupils respond well. No time is lost as a result of poor behaviour but the motivation of some older boys is an issue that the

department continues to address. The quality of the marking is consistently very good across the department. Pupils receive grades for effort, comments which recognise their personal achievement, the level they have achieved and an indication of how to improve.

49. The leadership of the subject is very good. The curriculum has been developed very well using ideas from the National Literacy Strategy and for teaching pupils of this age. This has been the framework for more effective teaching and learning methods that are shared by the team of teachers. A strength of the curriculum has been the creative use of ways to extend learning through enhancement and enrichment. Extra-curricular opportunities are very good. Good links with feeder primary schools and with the succeeding college ensure continuity and progression for pupils. The importance of equal opportunities and the inclusion of all pupils in lessons are central to the teaching of the subject. English makes a good contribution to pupils' personal development. Improvement plans for the subject match very well the school's targets. The department is well managed. Pupils' progress is accurately assessed and the information is well used both for curriculum planning and for the guidance of individual pupils. The quality of teaching is monitored and teachers benefit from good professional training. Resources are good and the department makes good use of the library and ICT facilities. Accommodation in mobile classrooms is unsuitable, but the classrooms themselves have been made attractive places for learning.
50. There has been good improvement since the last inspection. Improvements to the curriculum have been supported by better teaching and learning so that standards have continued to improve. The use of ICT continues to develop well, as access allows and the resource centre has been developed to extend pupils' opportunities for independent learning.

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

51. The school's curriculum planning recognises the importance of improving the reading and writing skills of all pupils. There is a literacy coordinator. A literacy development group meets regularly and all teachers have received appropriate training. The school is well supported by the local education authority's literacy co-ordinator.
52. On entry to the school in Year 6 most pupils have speaking and listening, reading and writing skills that are above average. Pupils make good progress and by the end of Year 9 their skills are well above average. They achieve well because lessons include skills to develop their literacy and there are examples of good practice in many subjects. Key words and important ideas are introduced in context and practised in most lessons. For example, technical vocabulary is well taught in ICT, in mathematics and in science, but pupils do not use technical musical terms enough. Key words are well explained in art and pupils note new vocabulary in their sketchbooks. Teachers use questions well, encouraging pupils to respond with thoughtful and well-constructed answers. The best teaching required pupils to develop their answers and to support them with evidence. Pupils work effectively together discussing ideas in pairs and small groups, for example in design and technology when pupils reported back to the whole class on the outcome of their discussions or when they had "brainstormed" a problem. Pupils read textbooks and worksheets accurately, but with the exception of English lessons there were few occasions when pupils were asked to read aloud. Subjects like history teach pupils to distinguish between objective and biased versions of events. By Year 9 they are able to make subtle judgements about the moral implications of what they are reading, for example in literature or in religious education. The library is a valuable resource which is well used to develop pupils' study skills and to encourage their private reading. Writing skills develop well. Note-taking skills are taught in design and technology. Writing frames are used effectively in many subjects. In English teachers model answers to demonstrate appropriate styles and approaches. There is good extended project writing in religious education. The good progress that pupils make in many subjects is partly the result of good teaching which helps them develop their literacy skills.

## French

Provision in French is **satisfactory**.

### Main strengths and weaknesses

- Teachers' fluent use of French in most lessons develops pupils' listening skills and pronunciation.
- Very good provision in Year 6 leads to well above average standards.
- The department fosters good attitudes towards language learning among all groups of pupils.
- The best teaching is very good, but there is a serious lack of challenge in a minority of lessons.
- The department has too little day-to-day access to ICT.
- Arrangements for tracking progress are good, but are not used consistently enough.

### Commentary

53. Pupils in Year 6 reach well above average standards. They have much better understanding of the French they hear than most pupils of their age and use accurate pronunciation in day-to-day exchanges with the teacher and each other. Their early written work is very accurate. Overall, standards in Year 9 are above average, particularly in listening and in best writing. All pupils are well involved in language work and pupils with special educational needs make consistently good progress as a result of sensitive and well-informed support from teachers and teaching assistants. A departmental action plan has made an impact on the standards reached by boys, which are now similar to those of girls and inspection evidence showed no significant differences in the standards reached by pupils from different ethnic backgrounds. There is, however, considerable inconsistency in standards between Year 9 classes and pupils in some classes are not always working to full capacity. Overall, achievement is very good in Year 6 and satisfactory in Year 9.
54. Teaching and learning are satisfactory overall. They are very good in Year 6 and in a minority of lessons in Years 7-9. The quality of most teaching in Years 7-9 ranges from satisfactory to good, but there is some unsatisfactory teaching. Teachers in most lessons speak French clearly and with good intonation and pace their speaking very effectively to help pupils understand. They provide a good balance of grammatical and vocabulary work in lessons, with a suitable range of activities to help pupils apply and develop their skills across the full range of the National Curriculum. Where the teaching is very good, interesting material is matched closely to the learning needs of the class, activities are very well paced and there are well-planned opportunities for pupils to develop all of their learning skills. Records of earlier work showed good use of ICT to make multimedia presentations, but the school's facilities do not allow regular access to computers for languages teachers, which limits their options in presenting listening activities. Where the teaching is unsatisfactory, work is not sufficiently challenging, is focused too much on vocabulary rather than sentence building and inaccurate pronunciation limits pupils' opportunities to learn to speak accurately.
55. Leadership is good and management is satisfactory. The head of department has built a strong sense of teamwork and has established effective systems for planning teaching and monitoring pupils' progress. A clear action plan has helped improve the standards reached by boys and planning to include pupils with special educational needs is consistently good. On the other hand, monitoring has not identified all of the weaknesses in teaching and does not ensure that assessment systems are used consistently and there are some gaps in marking. There is an established pattern of foreign visits, but day-to-day opportunities for learning outside lessons are limited.
56. Overall improvement since the last inspection has been satisfactory. The school no longer obliges lower-attaining pupils to study two languages, which has helped it to keep these pupils engaged and learning effectively into Year 9. The present system, however, does not allow all

students who wish to study two languages to do so and the school recognises the need for more flexibility in this area. There has been some improvement in the range of resources, but there is still too little day-to-day access to ICT. Standards in Year 9 are similar to those at the time of the last inspection, but there has been good improvement in standards in Year 6.

## **MATHEMATICS**

Overall, the quality of provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 9 are well above average.
- Teaching is very good, so pupils achieve very well.
- Leadership and management are very good, responsible for the rise in standards above the national trend in the last three years.
- Assessment is used very well to ensure that the teaching meets the needs of all pupils.
- The use of ICT has improved but is not yet fully embedded in the work of the department.

### **Commentary**

57. Standards at the end of Year 6 in 2003 were above the average for all schools. Performance was similar to that in English and better than that in science. Standards at the end of Year 9 in 2003 were well above the average for all schools, similar to science, better than English and very high in relation to similar schools. Standards are rising faster than the national trend. There was no significant difference in performance between boys and girls, or the different ethnic groups of pupils in the school, in the tests of 2003.
58. Standards seen in the inspection reflect the examination results of recent years. Standards are above average in Year 6. High attaining pupils have already exceeded the level expected for their age. Average attaining pupils are at the level expected for their age. They use proportions with confidence in calculating percentages, for example VAT. Lower attaining pupils are developing similar skills. Statistical evidence suggests that achievement in Year 6 is satisfactory. Inspection evidence shows that achievement is very good - no different from other years. The very good teaching in Year 6 lays down a firm foundation for future development because pupils' learning is very good.
59. Standards seen in the inspection are well above average in Year 9 and pupils' achievement is very good. The use of assessment is very good because it enables the teachers to focus their work on the needs of the pupils very well. High attaining pupils draw accurate statistical diagrams and use mathematical language very well, for example, in the use of inequality signs. They reach well above average levels of algebraic skill. Average attaining pupils draw accurate graphs and are confident in the use of negative numbers. Low attaining pupils' very good achievement does not translate to significantly higher standards because their powers of reasoning are limited and they quickly forget what they have learnt. This is the reason why overall in Year 9, standards are not higher still. Standards of literacy are above average. Standards of ICT are average. There is no difference between the achievement of boys, girls and the different ethnic groups within the school.
60. Overall, teaching and learning are very good. There is no unsatisfactory teaching. There is a significant element of excellent teaching. The very good planning of lessons is a strong feature and a very good outcome of the National Numeracy Strategy which underpins the scheme of work and ensures the very good learning. The challenges to pupils' learning are very good encouraging extended oral contributions from pupils in the best lessons. Understanding is clarified very well this way and very good assessment in lessons ensures that the new learning is secure. The use of questions is very good. Teachers' subject expertise is also very good. It adds to the interest of pupils as well as furthering their knowledge, as when the history of



measurement was discussed. Pupils' attitudes to their work are excellent and they are fully engaged in their learning. Concentration and listening skills are very well developed, which helps their learning. The setting out of some pupils' work needs to be more rigorous if mistakes are to be avoided in later mathematical work, such as in the solution of equations. In the best lessons excellent use is made of the computer controlled board, enhancing pupils' visual learning through understanding and moving the learning at a faster pace than normally would be the case. This aspect of teaching requires further resources.

61. Leadership and management are very good as shown by significant improvement in standards and teaching since the last inspection. The use of assessment has developed very well. There is room for further improvement in pupils' own assessment of how well they think they are doing. The use of ICT has improved but is not yet fully embedded in the work of the department, as access to a computer suite is restricted.

### **Mathematics across the curriculum**

62. Standards of mathematics across the curriculum are well above average due in part to the successful implementation of the National Numeracy Strategy in mathematics. Standards are well above average in geography and history, in the accurate drawing of statistical graphs and their interpretation in whole class discussions. Standards are also well above average in ICT, for example, entering formulae and devising formulae to calculate profit and loss. Standards are above average in science. Pupils successfully interpret a variety of graphs confidently but lack confidence in using calculations to solve scientific problems. Pupils' spatial development is enhanced in art through perspective and in mathematics through computer generated diagrams to show planes of symmetry in solids.

### **SCIENCE**

Provision in science is **good**.

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

- The Year 9 test results show that standards are well above average.
- The pupils work hard and want to do well.
- Teaching is good overall.
- Short-term planning and assessment do not support learning.
- The quality of marking is unsatisfactory.
- The monitoring of teaching and learning is not rigorous enough.

#### **Commentary**

63. At the end of Year 6, the National Curriculum test results in science were average but the percentage of pupils reaching the higher level was below average. When compared with similar schools, standards were below average. However, at the end of Year 9, 2003, test results were well above average and compared with similar schools they were exceptionally high. There was no significant difference in the performance of boys and girls or between pupils from different ethnic groups. These results show that the pupils' achievements are very good.
64. The standard of work in books and lessons of pupils in the current Year 6 is average and in Years 7-9 it is well above average. Pupils' achievement is unsatisfactory in Year 6 and very good in Years 7- 9. Most pupils in Year 6 display satisfactory knowledge and understanding of ideas such as force, electrical energy and vertebrates. In Years 7-9, pupils gain confidence and develop their knowledge, understanding and skills across the range of National Curriculum topics. Many pupils of average and above average attainment absorb new information quickly and demonstrate a good knowledge and understanding of ideas such as current, voltage,

relative activity of metals, life and living things and physical processes. They enjoy practical work, experimenting and working safely and sensibly, alone or in groups and achieve good standards in observations, recording and data processing. Pupils' literacy skills are well developed in science because, to develop better understanding, they are encouraged to explain their ideas using key words. Some teachers use ICT well and pupils use it competently for recording results, data logging and research. Science contributes well to the pupils' moral and cultural development through health and environment-related topics and through studying the work of famous scientists.

65. Overall, the quality of teaching is good and ranges from satisfactory to very good. In very good lessons, teachers have high expectations. They set clear learning objectives and refer back to them to ensure that pupils have really understood the work. Teaching assistants ably support the lowest attaining pupils but the higher attaining pupils are sometimes not challenged sufficiently. In Years 8 and 9 pupils are taught in ability groups, which allows higher attaining pupils to work at a faster rate and to tackle more demanding tasks while pupils in all other groups are challenged suitably. All pupils benefit from learning through a mixture of theory and practical work but opportunities are missed to help them develop enquiry and investigative skills such as making predictions and planning fair tests. Most pupils are determined to do well and make good progress in lessons. Additional lessons are arranged for pupils who need extra help.
66. Long-term assessment procedures are good because teachers test pupils' knowledge and understanding after each module of work and the pupils evaluate the results to set themselves targets. However short-term assessment is not thorough and teachers do not thoroughly evaluate the extent of the pupils' achievement of learning objectives in lessons. The quality of marking varies and does not give enough encouragement or advice on what the pupils should do to improve their work.
67. The leadership and management of the department are satisfactory with some good features. The head of department has established a supportive team of dedicated teachers who work well together. The department has made satisfactory progress since the last inspection. Schemes of work are in place but they need revision to ensure that consideration is given to matching tasks to pupils' of different abilities and to identifying opportunities for teachers to contribute to the pupils' literacy, numeracy and personal development. There is a need to improve assessment for learning and to establish more rigorous routines for monitoring teaching and learning, which was identified as an area for development in the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards by the end of Year 9 are above national averages.
- Pupils' learning is good.
- Teaching is good.
- The assessment of pupils' work does not take account of their ICT work across all subjects of the curriculum.
- Pupils have insufficient experience of using computers to control external devices.

### **Commentary**

68. Standards in both Year 6 and in Years 7-9 are above average. In specialist ICT lessons pupils in Years 7-9 develop a wide range of basic skills. Both boys and girls and pupils from different ethnic groups achieve equally well. Most pupils in Year 6 are able to select and present information in different ways to suit particular audiences. In Years 7-9 pupils make good

progress and show confidence to use the Internet to research information. By the end of Year 9, pupils understand the need to consider the validity and reliability of information. They can use software to model 'real life' situations and use it to test the results of the changes they make. Most pupils in Year 9 write a sequence of instructions to control events on screen and this now needs to be extended to controlling external devices. Pupils in all years review critically their work and set personal targets for improvement.

69. Achievement is good, with all pupils making good progress. Support from teachers and teaching assistants for pupils with special educational needs is good and ensures that they too make good progress. The pupils' learning is good. Most pupils maintain concentration during their lessons and respond well to the good teaching they receive. They are keen to answer questions and work well both independently and collaboratively. They can confidently explain what they have learnt and apply their skills and capability to new situations and contexts.
70. Teaching is good overall and makes a major contribution to effective learning and to the standards achieved. In specialist ICT lessons, teachers have good knowledge of the subject, which enables them to support all pupils effectively. Lessons are well planned with clear objectives which the pupils understand. The pupils enjoy the work and their enthusiasm is maintained through the variety of activities. Teacher demonstrations are clear and accurate and good use is made of whole class questioning to check understanding and reinforce learning. The teachers have made good use of the resources available through the National Key Stage 3 Strategy.
71. Leadership and management are good, with a strong commitment to improving standards and a clear vision for the future development of the subject. The teachers have good subject knowledge and form an effective team. The department is well supported by the technical staff who ensure that the infrastructure is effectively maintained.
72. Improvement since the last inspection is good. The school has timetabled ICT in line with national recommendations and the teaching is well coordinated and monitored. The accommodation has improved satisfactorily and the school is on track to meet the national targets for the provision of equipment by August 2004. All teachers have undertaken training in the use of ICT and the school's ICT development plan has been approved by the local education authority.

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

73. Overall, the use of ICT to support pupils' learning across the curriculum is good, which represents good progress since the last inspection. For example, in science, pupils use data logging equipment to measure and record changes in temperature, sound and light and use simulation software to model electrical circuits. In English they use ICT to refine and redraft pieces of extended writing and in religious education for researching projects. Digital video cameras are used in physical education to analyse performance and there is good use of ICT in art and design and technology. The use of ICT in geography and mathematics is satisfactory. In music and modern foreign languages the use of ICT is unsatisfactory and there is a need for further improvement. Currently there are no arrangements for ensuring that pupils' ICT experience across the curriculum contributes to the overall assessment of their ICT capability.

## **HUMANITIES**

### **Geography**

The quality of provision in geography is **good**.

### **Main strengths and weaknesses**

- Good teaching results in pupils' good achievement.
- Teaching assistants provide good support for pupils with special educational needs.
- Resources are used effectively.
- Fieldwork extends the learning in the classroom.

### Commentary

74. Pupils enter the school with slightly below average geographical skills but with new leadership and an increased expectation level, standards by the end of Year 6 and Year 9 are above average and achievement is good.
75. Pupils of all abilities have a good knowledge of the physical and human environment, as seen in a Year 7 lesson on river features. As pupils progress from Year 6 to Year 9 they show an increased confidence and ability in finding information from text, maps and diagrams. They are willing to discuss their findings with their neighbour or teacher. They can write well, some assisted by writing frames and use graphs to convey their ideas on the tasks they are given. They are using computers confidently to consolidate learning. Pupils greatly benefit from practical lessons as seen in a Year 6 lesson on avalanches where flour and potato powder were used to cover a model with stones to demonstrate their dangers. Higher attaining pupils can write well on a given topic and would benefit from additional opportunities. Lower attaining pupils make good progress particularly when supported by learning support assistants.
76. The quality of teaching is good and in one in three lessons it is very good. A strong feature of the teaching is the lively and well-informed start to each lesson followed by the use of a range of activities using specially prepared resources. Skilful questioning and oral assessment help pupils to understand and consolidate learning. Pupils also benefit greatly from the use of modern technology to illustrate the work they are studying and the practical way of showing the physical environment. Pupils of all levels of attainment are challenged to think about effects and changes to the environment and development issues. They can explain competently their ideas to their peers and their teacher. Thinking skills are having a particular strong impact on many issues raised by the subject. The marking of work is regular and at times provides some very useful comments for improvement.
77. The leadership and management are good. The head of the department has a clear vision of how he wishes to develop the subject. The strong teamwork is raising standards and giving all pupils an opportunity to achieve well. Fieldwork is helping to extend what is learnt in the classroom. Assessment for learning is in place but needs to be recorded by pupils in a form that they will remember. Pupils would greatly benefit from additional extra-curricular activities. The subject area has dealt well with all of the key issues from the last report.

### History

The provision in history is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and result in good achievement.
- Teachers make good use of resources to provide a variety of activities.
- Historical visits extend what is learnt in the classroom.
- A variety of teaching styles helps to improve standards.

### Commentary

78. Pupils enter the school with historical skills that are average. Standards are above average and achievement is good at the end of Years 6 and 9. In the work seen during the inspection, standards in the current Years 6 and 9 were above national expectations. Pupils show an

increasingly good knowledge and understanding of events over time, as seen in a Year 6 lesson on the Romans' need for Hadrian's Wall in the north of England. Pupils by Years 7- 9 demonstrate an increasing skill in handling source material and are beginning to come to terms with the possibility of bias. Most pupils can analyse well and discuss historical issues, being challenged for the most part by task and texts. Extended writing challenges the more able and the less able benefit from the prompts in the writing frames provided. They also benefit from the support given to help them meet their targets.

79. The quality of teaching and learning is good. Teachers plan their lessons well with objectives that are shared with pupils. They draw on an appropriate range of activities and resources. In a lesson in Year 7 pupils studying the Crusades learnt about the behaviour of soldiers in a religious war, which added a new dimension to this multi-ethnic class. The teacher's skill in questioning helps pupils to understand what they are learning. Studying primary and secondary sources on the ship the Mary Rose helped pupils to draw conclusions about their reliability as well as what life was like in Tudor times. Pupils can write well in brief and at length on a given topic and discuss meaningfully with their peers. The less able can, with prompts, write well and are further helped when they receive support. The use of new technology by the teachers adds a new dimension to the way they help pupils to learn.
80. Subject leadership and management are good. The vision and direction of the head of department encourages strong teamwork which helps pupils to achieve well. The well-planned scheme of work ensures that all pupils get a good grounding of the National Curriculum. Visits to historical sites greatly extend what is learnt in the classroom. The observation of lessons by the head of the department ensures that best methods and ideas are shared. The key issues for improvement from the last report have been dealt with satisfactorily.

## **Religious education**

Provision in religious education (RE) is **good**.

### **Main strengths and weaknesses**

- As a result of consistently good teaching, standards are above average and achievement is good.
- Pupils' attitudes are good and the response of all groups is good.
- Marking and ongoing assessment help pupils to make good progress.
- Artefacts and other resources are used effectively.
- Pupils sometimes lose concentration when the pace of the lesson lapses and strategies are not in place to effectively regain pupils' concentration.

### **Commentary**

81. Standards are above average at the end of Years 6 and 9. On entry in Year 6 they are at least in line with the expectations of the Locally Agreed Syllabus. A small minority of pupils are well above average in their knowledge and understanding of the subject. Occasional pieces of work, such as the extended projects in Years 8 and 9, show well-researched work on religious leaders and religions. Pupils' books show the ways in which they apply what they have learned from their studies of religion to their own lives. The department uses the school's guidance for assessment in Year 9. Different groups of pupils achieve equally as well.
82. Achievement is good and sometimes very good in all years as a result of good teaching. There is little difference in the achievement of boys and girls, or pupils from different backgrounds or those with special educational needs. Pupils' attitudes and motivation are good and contribute significantly to effective learning. In a Year 6 lesson on Hinduism pupils gave very thoughtful ideas on their own personal goals in life, their hopes for the future and how they want to live their lives. Because of the very strong focus on values and the good contribution to pupils' spiritual, moral, social and cultural education, pupils' personal development and

relationships are good. Good provision is made for pupils to develop other skills such as literacy, numeracy and ICT. There is a strong emphasis given to helping pupils understand those from other faiths and cultures.

83. The quality of teaching and learning in Years 6 to 9 is good. Strengths lie in teachers' knowledge and understanding of the ways in which pupils learn. Opportunities to explore individual beliefs are examined sensitively. Also teachers expect high standards of work and behaviour. In one excellent lesson, the pace was brisk and planning provided all pupils with a wide variety of tasks and ways in which to learn. The lesson was enlivened with artefacts and a video clip. As a result pupils were enthusiastic and made excellent gains in their knowledge of Buddhism. Teaching is less effective when the pace of lessons lapses for example when activities and strategies used to regain pupils' attention are not effective enough. Assessment of pupils' progress is good and pupils are aware of their progress and targets for improvement.
84. Leadership and management are effective. The leadership has a clear vision for continuing to take the department forward. Good provision is planned to meet the statutory requirements. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. All issues have been addressed well since the previous report; there are now opportunities for pupils to reflect in many lessons; teaching is good overall and there are more visitors to enhance the curriculum. The school is strongly committed to the success of religious education.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Standards are above national averages.
- Pupils' learning is very good.
- Teaching is very good.
- Leadership and management of the department are very good.
- There are insufficient opportunities for pupils to experience aspects of computer aided design and manufacture.

#### **Commentary**

85. Standards in both Year 6 and Year 9 are above average and there is no significant difference in the performance of boys and girls or between pupils from different ethnic groups. The work of some pupils in Years 7- 9 is well above average. Most pupils in Year 9 are able to devise successful solutions to problems and communicate their ideas using a range of techniques. In all years the quality of their design work is very good, as are pupils' making skills which include the safe and confident use of tools and materials. Pupils in Years 8-9 are able to critically evaluate their work and that of their peers. They know what they need to do to improve and set targets to achieve that improvement. The high standard of their work is because of the very good teaching they receive in both designing and making.
86. Achievement is good in Year 6 and in Years 7-9. Most pupils make good progress and in some lessons very good progress. They are increasing their range of designing and making skills, the high quality of presentation being a particularly good feature. Pupils with special educational needs make equally good progress due to the good support they receive from teachers and teaching assistants.

87. The teachers have very good subject knowledge and high expectations of pupils. They make the lessons exciting by using a wide range of different activities, supported by high quality learning resources. They challenge and develop the pupils' thinking through the use of skilful questioning. Good use is made of ICT to enhance pupils' learning. Pupils' learning is very good. They enjoy the lessons, concentrate well to learn new skills and knowledge and are able to apply previous knowledge to new problems. They work independently or in pairs and teams when necessary. The learning is very good because of the very good teaching.
88. The department is very well led and managed. The focus is based firmly on enabling pupils to achieve the highest standards, which has contributed to the development of a very effective team.
89. The department has made satisfactory progress since the last inspection. The provision for work in resistant materials and electronics has improved satisfactorily. Control technology, including computer-aided design and manufacture, remains an area that needs to be developed.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

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

- Very high quality teaching leads to very good achievement for most pupils.
- Standards are well above average by the end of Year 9.
- The quality of leadership and management is very good.
- Within lessons, opportunities are missed for using assessment for learning.
- The use of ICT, as an art tool, needs to be developed further.

#### **Commentary**

90. Pupils enter the school with average knowledge, understanding and skill development in art and design. By the end of Year 6, as a result of the very high quality teaching they receive, they attain above average standards.
91. By the end of Year 9 standards are well above average. Examples of this level of attainment are evident in the Gaudi observational drawings and mood boards made by Year 9 pupils. Both capture the essential ingredients of the artist's work; his love for structure, form and texture and his delight in vibrant colour.
92. Very good achievement is evident in Years 6 to 9, in drawing research and design as for example the Year 6 animal motifs for a pot design. It is also evident in the development of pupils' confidence when discussing and writing about the topic being studied. Pupils in Year 8 read surrealist pictures well and relate that understanding by producing and evaluating surreal images. Most Year 9 pupils face and accept increasing challenges as they hypothesise and discuss the unusual buildings designed by the architect Gaudi. Attitudes and behaviour are very good. During the course of two-hour sessions pupils sustain concentration very well. This is not easy in an open-plan classroom. Self-evaluation is a good feature of each topic studied. Sketchbooks are used well but work is not always dated. This is a missed opportunity for tracking achievement or regression over time. The recently developed website records evidence of very good achievement in two and three-dimensional work. During the inspection, the use of ICT was not seen in lessons and only evident in a few sketchbooks. Pupils with special educational needs achieve less well than everyone else when extra adult support is not available. In a Year 7 class a few boys with learning difficulties underachieved

because the teacher failed to check their inattention quickly enough. They did not listen to the teacher's explanation or watch the demonstration and as a consequence did not know what to do later in the lesson. Their peers were very helpful in getting them back on track but they ended the lesson well behind the rest of the class. By contrast in a Year 8 lesson, as a result of the strategies used by the teacher, one disaffected boy suddenly became motivated to take part in the discussion and once he had started made several perceptive comments.

93. Teaching and learning are always good, usually very good and often outstanding. Teachers are inspirational in their demonstrations, in their strategies for engaging and challenging pupils and in their logical planning. Lessons build well on previous learning. As a result pupils want to learn and are very productive. Class and individual targets are set, which are very appropriate and build on teachers' assessment of strengths and weaknesses. Opportunities are missed however for the teacher to observe and record classroom learning behaviour so that planning and learning for groups or individuals can be further refined to meet their needs. This occurred both when pupils were working in groups and also in a whole class discussion.
94. The quality of leadership and management of the subject is very good. Clear vision, high expectations and the ability to inspire others has led to a very good team spirit. Displays throughout the school are excellent for celebrating pupils' work and informing learning. One art room is unsatisfactory. It is narrow, has no sink and is open to other teaching areas. Community enrichment is very good. The annual use by the local council of a Holocaust candlestick designed by pupils provides a poignant reminder of how much this is appreciated locally. Enrichment for pupils identified as gifted and talented is also good. Recently these pupils had the chance to use a camera to capture images in the local area. Improvement since the previous inspection has been good, multicultural provision is better; standards are higher and ICT is starting to make a better contribution to pupils' learning.

## Music

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

### Main strengths and weaknesses

- Standards have declined because assessment procedures and target setting are underdeveloped and planning is not detailed enough to meet the needs of all pupils.
- The provision for instrumental tuition is good and there is a wide range of extra-curricular opportunities.
- The use of ICT is underdeveloped in Years 6, 7 and 9.
- Accommodation is unsatisfactory.

### Commentary

95. In lessons and work seen during the inspection, standards achieved by pupils at the end of Years 6 and 9 are at the national average. Standards have declined since the previous report because there is insufficient guidance for pupils on how to improve their work and there are no opportunities for them to use ICT. A significant minority of pupils in Year 9 are working at above average expectations and are achieving high standards in playing and performing. These pupils are supported in their learning by instrumental tuition and opportunities to play and perform in ensembles and performances.
96. Most pupils arrive at the school with average knowledge of the elements of music and experience in playing and performing. Achievement is satisfactory in all years but not high enough for most pupils. They show enthusiasm and work well in lessons. In most lessons pupils are unable to refine their work because there are insufficient practice areas. The development of singing and ICT skills is built into schemes of work but ICT is underdeveloped in Years 6, 7 and 9 because the department only recently has acquired appropriate software.



Pupils are enthusiastic singers; they exercise their breathing but are not given the opportunity to exercise their voices. As a result, in one lesson seen, the majority did not sing in tune.

97. Teaching and learning are satisfactory overall. Strengths lie in teachers' subject knowledge and pleasant relationships. Teachers work hard to provide a good range of worthwhile activities. Support is good for pupils entered for external instrumental, singing and theory examinations, where many achieve high standards. Weaknesses are in assessment and lesson planning which do not always meet the needs of pupils with learning difficulties and the most able. Expectations are not always high enough. The pace in lessons is not always purposeful. There is a good balance in coverage of the National Curriculum targets. Teachers encourage pupils to share their work with the rest of the class. As a result pupils' confidence is improving.
98. The quality of leadership and management is satisfactory. Assessment procedures are underdeveloped. Logging the development of pupils' skills is not yet embedded in planning. Resources, including ICT, have improved but are not yet used effectively. Where teaching is good pupils concentrate and respond well. Accommodation has improved but there is no daylight in one teaching room and ventilation is ineffective. In addition there are insufficient areas for ensemble work.
99. The key issue in the previous report regarding the development of the role of middle managers has not been addressed effectively in music. The department is not linked to the advisory services that could help develop systems for monitoring pupils' progress in all aspects of the subject including ICT.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Good leadership and management, which focus on raising standards.
- Good teaching, which is improving achievement in all years.
- The need to analyse assessment data to inform curricular development.
- Good extra-curricular provision, which enhances learning for many pupils.

### **Commentary**

100. By the end of Year 6 standards in physical education are above the national average. Standards on entry to Year 6 were just below national averages. By the end of Year 9 standards are well above national averages. Across all years the standard of girls' work is below that of boys.
101. Achievement is good in Year 6. In Year 6 strategies introduced by the head of department have produced good achievement. Pupils in dance now have a good knowledge and understanding of timing and can create movements to a four beat rhythm. Some pupils are able to perform these movements demonstrating good body shapes and tension. In Years 7-9 standards represent good achievement. This is due to the teachers' focus on raising standards, which results in pupils developing good basic techniques in most areas of physical education. In hockey pupils can pass the ball using a hit or a push technique. Most pupils are able to do this with accuracy over various distances. Pupils working at a high level are able to use these techniques successfully in the game situation. For some pupils learning is restricted by poor hand-eye coordination. Overall girls' achievement is below that of boys. For some pupils achievement is restricted by unsatisfactory indoor provision.
102. Teaching and learning are overall good. Learning is enhanced by the very good attitudes and behaviour of the majority of pupils. In Year 6 pupils particularly benefit from the knowledgeable

teachers. Teachers target the work well to the standards pupils have reached. Pupils often work competently with different equipment and on different tasks. In an unsatisfactory lesson teaching did not use effectively assessment information to aid learning. In Years 7-9 teachers plan lessons based on pupils' learning outcomes. Pupils engage in a variety of interesting and challenging activities, which motivate them and keep them on task. Teachers do not always engage all girls in learning. Some girls lack motivation to extend themselves during physical activity and so do not achieve at the same rate as the rest of the class. A large number of pupils enhance their performance in sport through a good extra-curricular programme.

103. Leadership and management are good. The head of department has a vision for the future focused on raising standards. She has developed a team of teachers who have the commitment and capacity to succeed. Strategies and materials have been produced, which support teachers. Improvement since the last inspection has been good. Standards are improving because the quality of teaching has improved. Assessment systems and procedures are now in place. Additional analysis of these data should now take place to further inform curricular development.

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

### **Citizenship**

The current provision in citizenship is **satisfactory**.

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

- Teaching is good and helps pupils to become responsible citizens.
- The citizenship lessons include a variety of events and activities which stimulate pupils' thinking.
- Pupils are given the opportunity to take part in a democratic election for the school council.
- Opportunities to take part in citizenship activities using good community links need to be developed further.
- The assessment and recording system does not provide teachers and pupils with a clear picture of standards achieved.
- Subject departments need to analyse their provision to see what they contribute to the citizenship curriculum and to raise awareness of where citizenship appears in their lessons.

### **Commentary**

104. Standards are average and achievement is satisfactory at the end of Years 6 and 9. Pupils have a sound knowledge and understanding of some aspects of the society in which they live. In a Year 6 lesson pupils were coming to terms with the physical changes that will take place to themselves over the next few years. In a Year 8 lesson pupils were discussing local facilities after petitioning the local council for a skateboarding park, while a Year 7 class were considering bullying in many different contexts in life. The variety of work helps pupils to think, work and discuss with their teacher as well as each other and they develop their skills appropriately. Many opportunities are provided for all pupils to be active citizens by contributing to the community and by participating in the democratic elections for the school council which is an effective voice for pupils' views. There is little in-class support for pupils with special educational needs other than what is provided by the teacher and for a small number of pupils who speak English as an additional language and there is no provision for the gifted and talented.
105. The teaching of citizenship is good overall. Lessons have clear objectives, which are often shared with pupils who are encouraged to think, reflect, write about and discuss issues that are presented to them. When there are issues that are controversial they are dealt with sensitively, like the work done by Year 6 on sexual matters. Skills of behaviour management

are well practised by many teachers and this ensures the flow of lessons. Marking of work is irregular and does not give pupils the information they need to improve their performance in citizenship. ICT is used in some parts of the curriculum but its use needs to be further developed for research and learning.

106. The subject is well led and management of the department is satisfactory. There is a clear vision and direction, well supported by the senior management team. The co-ordinator is aware of how the subject needs to develop and is actively seeking help in this regard. Pupils use well school made resources but there is a need wherever possible to match printed material to pupils' attainment. The expected contribution of the subject departments needs to be analysed to assess whether coverage meets what was expected and to raise awareness when there is an element of citizenship in lessons. The school needs to seek opportunities with the aid of community links to provide both school and community based activities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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