

INSPECTION REPORT

**THE FREESTON BUSINESS AND ENTERPRISE
COLLEGE**

(Formally Normanton Freeston VC High School)

Normanton, West Yorkshire

LEA area: Wakefield

Unique reference number: 108295

Headteacher: Gillian Metcalfe

Lead inspector: Terence Parish

Dates of inspection: 3rd-6th November 2003

Inspection number: 258715

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary controlled
Age range of pupils:	11-16 years
Gender of pupils:	mixed
Number on roll:	1,117
School address:	Favell Avenue Normanton West Yorkshire
Postcode:	WF6 1HZ
Telephone number:	01924 302560
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Ayres
Date of previous inspection:	9/2/1998

CHARACTERISTICS OF THE SCHOOL

The school became an 11-16 school in September 2001; it was a 12-16 school before that. The school became a Business and Enterprise College in September 2003. It has Investors in People and Artsmark awards. It is part of an Education Action Zone and participates in some collaborative work through the national Leadership Improvement Grant. It is a large school and mostly serves the local area of Normanton; community use includes adult education and sport. Socio-economic circumstances are broadly below average. Pupils' attainment on entry has been, overall, well below average, particularly in English and science; it is now broadly below average. Almost all pupils are white; an occasional pupil experiences problems because English is an additional language, and appropriate support is then provided. The percentage of pupils deemed to have special educational needs is well below the national average, whilst the percentage having a Statement of Special Educational Needs is below the national average. However, pupils, particularly boys, do have low standards of literacy when they begin at this school. Pupil mobility – the number of pupils who join or leave the school other than at the start and end of school years – is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15465	T Parish	Lead inspector	
9981	S Hussain	Lay inspector	
23588	C Ajitsingh	Team inspector	English
17923	M Shaw	Team inspector	Mathematics
20837	L Powell	Team inspector	Science
4689	M Christian	Team inspector	Design and technology
28106	M Majid	Team inspector	Information and communication technology (ICT)
32208	D Aitken	Team inspector	Modern languages
8873	C Evers	Team inspector	History
22849	R Catlow	Team inspector	Geography
21954	T Chipp	Team inspector	Art and design
31850	D Nevens	Team inspector	Citizenship Music
21855	D Carty	Team inspector	Physical education
4451	R Howarth	Team inspector	Religious education
4486	M Weller	Team inspector	Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory quality of education in most areas of its work and is rigorously tackling areas of significant concern. Standards of work are below average. Teaching, learning and achievement are all broadly satisfactory. Pupils' attitudes are good and their behaviour is satisfactory. The headteacher leads very well and has high aspirations for the school, which she has begun to realise through recently achieving Business and Enterprise College status. Management is good. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- National test and examination results are improving; boys' results need to improve further.
- Pupils' attitudes to learning, social development, attendance and punctuality are all good.
- Pupils achieve satisfactorily or well in most subjects. Their achievements in mathematics and in modern languages are unsatisfactory. Pupils do very well in sport and in drama.
- Teaching is good in English, science, ICT and business education, but unsatisfactory in mathematics and, in Years 10 and 11, in modern languages.
- Teaching is very good in design and technology and in drama; good in art and design, history, music and physical education.
- Provision for pupils with special educational needs is good; they achieve well with appropriate work and/or support, which are not always provided in larger classroom settings.
- The provision of vocational and work-related courses does not sufficiently meet the needs of pupils.

The school has improved well overall since the last inspection. Improvements since the new headteacher came into post have been very good: transition from a 12-16 to a 11-16 school has been managed successfully; a large, new building programme has resulted in much better classroom and specialist provision; the senior management team has been remodelled and is now doing a good job; the school has acquired Business and Enterprise College status and this contributes to the improving ethos of the school; improving teaching and learning, and raising achievement are central to the school's plans, and results are evident in many subject areas.

STANDARDS ACHIEVED

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

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

Pupils achieve satisfactorily overall, though girls do significantly better than boys. Standards are below average overall across the school. Achievement is good in all years in English and in science, but unsatisfactory in all years in mathematics; the reasons for this are already being robustly tackled by the school. In Years 7-9 pupils also achieve well in design and technology, drama and ICT. In Years 10 and 11, pupils also achieve well in business studies, design and technology, drama and history. Achievement is also unsatisfactory in modern languages and religious education; the school is already tackling the reasons for this. Across the school, pupils with special educational needs achieve well where there is specific support for them in the form of support staff or particularly well prepared work; they achieve satisfactorily otherwise.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their interest in school life and willingness to take responsibility are both good. Attitudes, relationships, attendance and punctuality are all good and make significant contributions to supporting learning. Behaviour is

satisfactory and has recently begun to improve.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory overall. Teaching and learning are good in English, science, ICT and business education, but are unsatisfactory in mathematics. Teaching is very good in design and technology and in drama; good in art and design, history, music, and physical education. Teaching and learning are also unsatisfactory in modern languages in Years 10 and 11. Unsatisfactory teaching in mathematics and modern languages is largely due to unsatisfactory leadership and management in those curriculum areas.

The curriculum is unsatisfactory in Years 10 and 11, but a wide ranging review is about to come to fruition and will tackle inspectors' concerns. Provision for sport is very good. Staffing is unsatisfactory; in particular there are too few mathematics teachers. Care, guidance and support are good. Good links in the community, including with other schools and colleges, make a good contribution to the school's work.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership by the headteacher is very good; she has very high aspirations, displays very good strategic management to reach them and leads by example. Governance is satisfactory; the two sets of governors collectively do much good work and are very supportive of the school. The school is in breach of statutory duties to provide a daily act of collective worship.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils' and parents' expressed concerns about behaviour. Following discussions with all year groups and many observations the team did not find evidence of significant problems. Year 7 pupils made a point of telling inspectors how well older pupils were helping them to settle in. Significant concerns were raised about homework. Inspectors found older pupils valued time available after school to catch up, and homework was certainly done then too. However, many parents are rightly disappointed with pupils' annual reports. This is because there is inconsistency in what is reported in each subject.

IMPROVEMENTS NEEDED

Issues for action

- Continue to take actions designed to raise standards and improve achievement in mathematics, and ensure that this is done quickly.
- Continue to take actions designed to raise standards and improve achievement in modern languages, and ensure that this is done quickly.
- Ensure that the current focus on improving teaching and learning helps to raise standards, in particular, of boys' work.
- Ensure that all teachers' planning takes fully into account the diverse academic needs of pupils, particularly those with special educational needs, and includes homework.
- Complete the curriculum review and implement it as soon as possible.

And to meet statutory requirements

- Provide a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

Note: Years 7-9 are collectively called Key Stage 3; Years 10 and 11 are collectively called Key Stage 4.

STANDARDS ACHIEVED BY PUPILS

Standards are **below average overall** across the school. Pupils achieve **satisfactorily overall**, though girls do significantly better than boys. Achievement is **good** in English and in science, but **unsatisfactory** in mathematics; the reasons for this are already being robustly tackled by the school. Due to local reorganisation of schools the current Year 9 is the first year to have started this school in Year 7. Year 10, who took end of Year 9 national tests in summer 2003, spent their Year 7 in the closing year of middle schools. This is likely to have caused some unavoidable tremors in the continuity of their education.

Main strengths and weaknesses

- National test and examination results are improving.
- Pupils achieve satisfactorily or well in most subjects.
- Achievements in mathematics and modern languages are unsatisfactory and of significant concern.
- Boys are beginning to do a little better than in previous years, but their GCSE results are still lower than expected.
- Pupils with special educational needs achieve well when provided with additional support and at least satisfactorily where good teaching caters for them; they achieve unsatisfactorily when provision is not good enough.
- Pupils attain above average standards in drama, achieving well by Year 9 and 11 and getting very good GCSE results; large numbers of pupils take this subject.
- In Years 7-9 pupils are achieving well in physical education and attaining above average standards.

Commentary

1. Test results broadly improved in 2003, but were below average and did not meet challenging statutory targets. English results were broadly in line with what might be expected from pupils' test results at the end of Year 6, whilst mathematics and science results were below. Teacher assessments of attainment in ICT were in line with expectations for the proportion of pupils attaining the higher Level 5 and above, but below expectations for Level 6 and above. The trend in overall results since Year 2000 has been one of rapid improvement. In tests, boys attain less well than girls in English and in science, in part due to literacy problems. Both boys and girls attain similarly in mathematics tests.

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

Standards in:	School results	National results
English	31.6 (32.3)	33.3 (33.3)
Mathematics	33.0 (32.7)	35.3 (34.7)
Science	31.4 (30.9)	33.7 (33.3)

There were 224 pupils in the year group. Figures in brackets are for the previous year

2. Standards of work when pupils start at the school are now broadly below average, but have been well below average in previous years. By Year 9 pupils achieve satisfactorily overall; though standards remain below average they are improving. Standards in English are below average, but achievement is good because of the significant literacy problems that have to be

overcome; good teaching supported by clear leadership enables this success. Standards in mathematics also remain below average, but insufficient progress is made due to unsatisfactory management and associated teaching, so achievement is unsatisfactory. Standards in science are just below average, from a weak starting position in Year 7, and pupils achieve well due to good teaching and effective leadership and management. In English and in science, pupils' attitudes and behaviour are also mostly good, which helps them to learn well and receive the support they need. Standards are average in art and design, design and technology, ICT, religious education and drama. In most of these subjects pupils achieve well. In art and design and in religious education they achieve satisfactorily; the depth of work they do in art and design could be better, whilst less able pupils underachieve too frequently in religious education.

3. GCSE results in 2003 continued their climb upwards from a low point in 2001. The overall points score was well below average, but higher than in 2002. Boys continued to do significantly less well than girls, but the gap narrowed a little in 2003 compared to 2002. Girls attained far more higher grades; half as many again A*-C grades and three times as many A*-A grades. Statutory targets were well exceeded in the 5+ A*-G category, but not in the 5+ A*-C or average points categories. This was primarily because boys did not do as well as the school judged they should do. Value added analysis confirms that pupils overall did not do as well as might be expected from their prior attainment at the end of Year 9, two years earlier, or as well as tests taken when they were at the end of Year 6 suggested they should. The most able underachieved as the proportion of A*-C grades was lower than the national average for similar schools. The proportion of A*-G grades was in line with expectations based on pupils' prior attainment whilst the number of pupils who got at least one GCSE was much better than might have been expected.
4. GCSE results in different subjects varied. All pupils took English, mathematics and science. Standards in English and in science examinations were below average, but in line with those in similar schools in English and better in science. Standards in mathematics GCSE were well below average and well below those in similar schools. Most pupils took French or German. In both, but particularly in French, there were far too many low grades; French also had too few high grades, though a relatively high number of B grades were attained in German. All pupils followed one of a number of GCSEs in design and technology; overall results were broadly in line with what might be expected.
5. From the analysis of GCSE results of the subjects mentioned above it is obvious that unsatisfactory mathematics and modern language results significantly hamper the school's overall performance and, consequently, the achievement of pupils. Weak teaching, leadership and management in both areas all contribute. The school recognises inspectors' concerns and began initial actions to begin to resolve weaknesses before the inspection began.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	36.0 (29.9)	52.6 (49.9)
Percentage of pupils gaining 5 or more A*-G grades	88.0 (73.6)	88.6 (81.2)
Percentage of pupils gaining 1 or more A*-G grades	99.0 (95.0)	94.6 (94.6)
Average point score per pupil (best eight subjects)	30.2 (28.7)	n/a (34.6)

There were 212 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

6. Compared to national standards, the standard of pupils' work in Years 10 and 11, in most subjects, is below average. However, except for achievement in mathematics, modern languages and religious education, pupils achieve satisfactorily or better. Standards are well below average in mathematics and in modern languages, but average in English. Standards

are also average in art and design, design and technology, and core physical education (standards in GCSE physical education are below average). Standards in drama are above average due to very good teaching and learning and very good leadership that inspires pupils to do well; over half of Year 10 pupils now choose to follow drama because they know it will be a very good experience. The school has underachievement in hand and is dealing with curriculum concerns in religious education. Pupils achieve well in English, science, design and technology, history and drama. Pupils also achieve well in business education, and though standards are below average, good teaching enables pupils to learn and do their best.

7. The achievement of pupils with special educational needs is satisfactory overall. Where pupils are taught by specialist teachers, in small groups, or are supported by a teaching assistant, their achievement is good. They make good progress in spelling and reading in literacy workshops. Their achievement is also good in subjects where their differing needs are addressed; these include design and technology, drama, English, science and history in all years. Their achievement is good in Years 7-9 in ICT and in physical education. Pupils with special educational needs achieve unsatisfactorily where teachers do not plan sufficiently to meet their differing needs or where there is no additional support for pupils with behavioural difficulties.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, relationships, attendance and punctuality are all good and make significant contributions to supporting their learning. Behaviour is satisfactory and has recently begun to improve. Spiritual, moral, social and cultural development is satisfactory overall.

Main strengths and weaknesses

- Attendance rates and punctuality are good.
- Attitudes to learning are good.
- The school sets very high expectations for pupils' conduct and works very hard to achieve them.
- Pupils work well together in lessons, and social development is good.
- Pupils do not know enough about the multicultural nature of our society.

Commentary

8. The school promotes good attendance and punctuality well. For instance, a computer-based system of checking attendance in each lesson is used well to check on pupils. New systems introduced in 2001 and managed by a deputy headteacher raised attendance significantly by 2002 and maintained these better levels in 2003. Parents support the school's efforts well by doing their best to ensure the attendance and punctuality of their children.
9. The great majority of pupils show high levels of interest in lessons and other school activities. For instance, in an English lesson, Year 8 used their imaginations as they watched a slide show to explore features of diary writing. Pupils take responsibility well. For instance, 'librarians' are conscientious in their work, which includes selling school stationery to their peers.
10. The inspection team was particularly careful in investigating pupils' and parents' concerns about behaviour. However, following discussions with all year groups and many observations the team did not find evidence of significant problems. Indeed, the team judges behaviour as satisfactory at the start of school, lunchtimes, in most lessons, assemblies and as pupils move around the school. This is a similar picture to that of the last inspection. A few pupils can be boisterous, but staff work very hard to control this. There is a clear code of conduct that is reinforced very strongly and effectively, through rewards and sanctions.
11. Although exclusions appear to be high, it is important to appreciate that the number of incidents is reducing as are days lost through exclusion, and behaviour is improving. For example, there

were 1067 days lost in 2001/2, 855 in 2002/3 and, based on exclusions to date, it is predicted that 510 may be lost in 2003/4.

12. Relationships between pupils are good. For example, they work well together in lessons such as physical education to organise themselves into groups for team sports. Year 7 pupils made a point of telling inspectors how well older pupils were helping them to settle in, through the peer-mentoring scheme with Year 10. These factors demonstrate pupils' good social development.
13. The attitudes of pupils with special educational needs are good in Years 7-9 and satisfactory in Years 10 and 11. Where pupils are withdrawn and taught in small groups, such as in the literacy workshops in Years 7-9, all pupils are well motivated. They want to improve, they sustain concentration and they support each other very well. Where pupils with special educational needs receive individual or small group support in class their attitudes are also positive. There are good examples of pupils, identified in Year 7 as having potential behaviour difficulties, improving their self-confidence, social skills and self-esteem through group counselling and rewards. Older pupils moved to the inclusion area have also shown clear improvements in behaviour and attitudes. They have benefited from the school's awards system and have continued to attend rather than be excluded. However, there are sometimes examples of inappropriate behaviour when pupils with behavioural difficulties are concentrated in one class, but do not receive additional support. Good teaching contains and modifies such behaviour, but inexperienced or weaker teacher teaching does not and the quality of learning of the whole class suffers.
14. Personal development is very similar to that of the last inspection. Pupils' spiritual and moral development is satisfactory as is their personal development overall. However, although pupils learn much about their own cultural heritage, there are not enough opportunities to find out about other cultures in Britain. In discussions, many pupils said that they would like to know more about the values, customs and traditions of other ethnic groups in Britain.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	7.8

Unauthorised absence	
School data	1.4
National data	1.2

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

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
1084
2
1
3
3
1
1
3

Number of fixed period exclusions	Number of permanent exclusions
247	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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

The quality of education provided by the school is satisfactory overall. Teaching and learning are satisfactory in most curriculum areas and where they are not this is being addressed by the school. The curriculum is unsatisfactory in Years 10 and 11, although a wide-ranging review is about to come to fruition and will tackle inspectors' concerns. Care, guidance and support are good.

Teaching and learning

Teaching and learning are satisfactory overall, though significant weaknesses do exist within mathematics and modern languages, which are being rigorously tackled by the headteacher and governors. Assessment is satisfactory overall. The systems in the school are very good; the use of assessment by teachers is satisfactory.

Main strengths and weaknesses

- Teaching and learning are good in English, science, ICT and business education, but are unsatisfactory in mathematics.
- Teaching and learning are very good in design and technology and in drama; good in art and design, history, music and physical education.
- Teaching and learning are unsatisfactory in modern languages in Years 10 and 11.

Commentary

Summary of teaching observed during the inspection in 144 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (2%)	27 (19%)	61 (42%)	38 (26%)	11 (7%)	2 (1%)	0

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

15. Teaching is predominantly good or better in two-thirds of lessons and very good or better in a fifth. These figures often indicate a good teaching profile and are indicative of the significant work the school is doing to improve teaching and learning through its lead teacher programme, teaching and learning group and in-house publication of tips and ideas. The significant proportion of lessons that were unsatisfactory or worse reduce the teaching profile to satisfactory, but no further as two-thirds of it is due to teaching and management issues in mathematics and in modern languages, which are recognised by the school and were beginning to be tackled prior to the inspection.
16. The excellent lessons were in drama, in Key Stage 4, and in physical education in Key Stage 3. Very good lessons were found in a range of subjects, frequently in design and technology, drama/performing arts, science and English.
17. There was a very good return of parents' questionnaires – 424 – and most parents feel that teaching is good and their children are encouraged to work hard and that they make good progress. Significant concerns were raised about homework, and about a third of parents indicated they thought this could be better. Pupils' opinions were sampled through the school council. Interestingly, on this questionnaire, more pupils than might be expected also criticised the regularity and quality of homework. Pupils were also less positive about teaching, including marking, than their parents, though almost all agreed that teachers expected them to work hard and do their best. In conversation with pupils, inspectors found generally more positive responses. Older pupils valued time available after school to catch up and homework was certainly done then too. Older pupils also valued learning mentors – people who helped them

when they had problems with their work and helped them to do better – and also ‘teacher advisers’ who worked with the ‘50 club’. This is a group of pupils who could likely get 5+ A*-C grades with a bit more push and effort and help in reaching academic targets. Inspectors confirmed pupils’ views: teaching and learning is well enhanced in the school by actions and activities taking place outside the classroom and this fits with the very good assessment systems operated by the school, which allows well targeted support. Such targeting is not always apparent in classrooms and the school recognises that more has to be done in this area; one aspect of lead teacher work is fostering good use of assessment information to produce targets that push forward achievement and standards.

18. In Years 7-9, in most subjects, all aspects of teaching and learning are good or better. Design and technology and physical education figure strongly in all aspects. Teachers’ command of their subjects and encouragement of pupils to do well are also particularly strong in science, ICT and history; in history very high expectations of pupils and insistence on the highest standards of behaviour also encourage them to be very productive and work very hard. Aspects of teaching and learning in art and design, geography, modern languages and religious education are mostly satisfactory with art and design having strengths in subject knowledge, planning, encouraging pupils and class management. These aspects of teaching are common to all subjects where pupils learn well and acquire new knowledge, skills and understanding, work hard and can cope both on their own and working in groups. Teaching and learning in mathematics are predominantly unsatisfactory; though teachers’ knowledge of the subject, use of teaching assistants, and setting of homework are all satisfactory, key features, such as planning, expectations and methods, are all unsatisfactory. Inspectors found all homework provision to be satisfactory or better, good in science, design and technology and religious education.
19. In Years 10 and 11 a similar pattern of teaching and learning strengths and weaknesses emerges, but with some shifts in subjects. Design and technology remains very strong in many areas, but slips a little, for example, in the use of resources; English becomes more consistently good as expectations of pupils rise and methods to teach them are better. Art and design teaching is also more consistently good, though expectations are sometimes still too low. The most significant change is in modern languages where teaching is consistently unsatisfactory, though teachers’ command of the subject is satisfactory. Pupils’ learning overall is mainly satisfactory or good; it is very good in design and technology, but unsatisfactory in mathematics and in modern languages. Pupils do not always learn quite as well as the quality of teaching suggests they should, for example, in ICT. Older pupils entered the school in Year 8 rather than Year 7, and the current Year 10 entered just prior to the changeover of school systems. Older pupils also had a range of attainment, when they started this school, somewhat lower than the range of attainment of younger pupils. Because of these factors in this school, it appears that teachers have to work harder with older pupils to enable them to achieve similarly to younger ones.
20. The teaching and learning of pupils with special educational needs across subjects varies, but overall it is satisfactory. The teaching and learning of these pupils within the inclusion faculty is at least good and often very good. Where teaching is effective there is good support by teaching assistants, or by an additional teacher, for individuals or small groups. Literacy workshops are very well planned, structured and paced; pupils are provided with a range of resources matched to their individual needs and they are able to evaluate their own progress. There are very good teacher-pupil relationships. Teachers are friendly, but firm; they use praise positively and give very clear guidance that results in the development of pupils’ self-esteem so that pupils feel confident enough to participate and ask their own questions. Teachers employ a wide range of teaching and learning strategies and styles including the use of ICT, spelling and word games, practical and oral work and role play. Within the inclusion faculty there is also very good assessment of progress against pupils’ identified needs.
21. Sometimes, where teaching is unsatisfactory in ordinary lessons, for example, in mathematics and modern languages, there is insufficient support for pupils with special educational needs;

teachers do not plan effectively for the range of different needs within the class. Some marking of the work of pupils with special educational needs is not always helpful, for example, the same negative comments are repeated for too long without any evidence of improvement or variation of approach. The spelling of key words is not always corrected or reinforced and, in some subjects, too much written work is allowed to remain unfinished.

The curriculum

The breadth of the curriculum is unsatisfactory overall; it is satisfactory for Years 7-9, but unsatisfactory for Years 10 and 11. The school is nearing completion of a wide-ranging curriculum review, which should address inspectors' concerns about the curriculum. Extra-curricular provision is satisfactory overall; provision for sport is very good. Staffing is unsatisfactory; in particular there are too few mathematics teachers. Resources are satisfactory. Much new building has gone on in the last two years, but accommodation is still unsatisfactory due to poor provision for physical education.

Main strengths and weaknesses

- The provision for personal, health and social education (PSHE) and citizenship is good.
- There is good provision for expressive arts.
- The provision for pupils with special educational needs is good.
- The provision of vocational and work-related courses does not sufficiently meet the needs of pupils.
- The requirement for low attaining pupils in Year 9 to take two languages is inappropriate.
- There is insufficient time for geography and history in Years 7-9, and for the short course in religious education in Years 10 and 11.
- The statutory requirement for a daily act of collective worship is not met.

Commentary

22. The curriculum for pupils in Years 7-9 is reasonably broad and balanced, and enables all pupils to achieve satisfactorily academically and to develop well as individuals. The curriculum for pupils in Years 10 and 11 does not meet the needs of a significant proportion of the pupils. Statutory requirements are met except for the requirement to provide a daily act of collective worship of a broadly Christian nature.
23. The provision for PHSE and citizenship is good. The courses are well planned and well organised. The school makes good use of outside agencies to provide additional expertise. The provision for expressive arts is good. All pupils in Years 7-9 take drama, and pupils in Years 10 and 11 have a wide choice of expressive arts courses. The school requires all pupils in Year 9 to take Spanish in addition to French. This does not support the academic needs of the lower attainers. The amount of time available for geography and history in Years 7-9 is low, and limits the breadth and depth of study in both subject areas.
24. The curriculum in Years 10 and 11 consists mainly of traditional GCSE courses. Only science and business are offered as vocational courses. Work-related learning is almost entirely school based, and takes only a small proportion of pupils' time; it does not meet the needs of pupils involved well enough. The short course in religious education does not have sufficient time to cover the subject adequately. The arrangement by which short-course religious education alternates with physical education on a half-termly basis limits the choice of options available in the physical education course.
25. The school is currently carrying out a major review of curriculum provision with the firm intention to improve the relevance of the curriculum to all its pupils, and to widen the range of courses linked to the school's specialist college status. Some changes have already been made, for example, pupils in Year 8 participate in a mini-enterprise scheme in which they learn about running a business; inspectors joined in with this one lunchtime and found it a worthwhile

experience for all. Other provision includes staff from a local college teaching a motorcycle maintenance course in the school and a GCSE course in statistics, which is taught out of school hours. However, there is little enrichment of the curriculum for gifted and talented pupils, although there are plans to improve this.

26. Curriculum provision for pupils with special educational needs is good. Pupils in Years 7-9 receive very good additional literacy support through literacy workshops. All pupils benefit from the provision of expressive arts courses, particularly drama, where pupils with special educational needs perform imaginatively and develop their social skills. The few pupils with physical disabilities are well supported and have full access to the curriculum. In Years 10 and 11, pupils with special educational needs are given good opportunities through alternative courses and accreditation such as the Normanton Achievement Award scheme, ASDAN Certificate in Life Skills, opportunities for outdoor pursuits and AQA (an examination board) 'On-demand' adult literacy and numeracy tests. The inclusion faculty is very well staffed; there are three special educational needs teachers, with complementary skills, and an effective team of support assistants. There is good, well-resourced accommodation within the inclusion area that provides appropriate space for individual counselling, two group workshops at any one time, and pupil isolation and support facilities. Resources including computers, ICT programs to support reading, vocabulary and spelling development, spelling games and strategies, and individualised workbooks are good. Provision could be improved further if work-related courses were developed, as projected, to widen pupils' experiences outside school. Students on the ASDAN course would benefit from increased opportunities for independence and taking responsibility if they were provided with their own base.
27. The school provides satisfactory support for learning outside the school day. With the shortening of the lunch hour, most 'lunchtime' clubs now take place after school and as yet are not very well attended. In some subjects such as design and technology, the provision is good. There is a GCSE revision class in mathematics and there is an after-school club in Spanish for gifted and talented pupils. There is satisfactory provision in most other subjects, with art clubs two evenings a week and regular open access to the ICT suites. The school's promotion of participation in sport and the arts is satisfactory. There are school drama productions and there is good provision for extra-curricular sport. There are plans in place to improve after-school learning; funding has been obtained and a co-ordinator has been identified. This will include enrichment activities for gifted and talented pupils.
28. The school's staffing is unsatisfactory. There are insufficient qualified teachers of mathematics; the school is anticipating support to help resolve this problem in the near future. In other subjects, there are enough suitably qualified staff. There is a sufficient number of technical and administrative staff. Learning support assistants make a good contribution to the achievement of pupils with special educational needs. The number of assistants well matches the funding received for them but there is a vacancy and either still more are needed, or their deployment needs to be managed differently.
29. Recent financial difficulties have led to a reduction in staffing. The school has well below the average number of teachers. Teachers spend more time teaching than is typical and some classes have more pupils than might be expected. The school is aware of these issues and anticipates that the currently better financial position should ease matters in the future.
30. Resources are adequate for all pupils, enabling them to achieve satisfactorily. Specialist facilities, such as ICT (for both ICT lessons and general access) are well resourced, though in history, music and art and design, there is a lack of ICT resources. Design and technology is well resourced. In geography, there are not enough different kinds of textbook and more able pupils are not challenged enough by texts available. There is a storage problem with physical education equipment, which has led to financial loss in the past.
31. Accommodation is satisfactory overall. It is very good in drama and science, where the specialist facilities are particularly well suited to the courses offered and support good work. The history room is attractive and well maintained with good storage facilities and plenty of

space, and the interactive whiteboard fitted in the room helps good teaching to be exciting (the shortage of ICT resources in history relates to software and computers for individual pupils to use). Specialist rooms are good in ICT, design and technology and music. However, the accommodation for physical education is unsatisfactory and the weak features, such as inadequate gymnasiums and a poorly maintained all-weather pitch, prevent pupils from always gaining fully from otherwise good provision.

Care, guidance and support

The school provides good advice and guidance for pupils, based on the monitoring of their achievements and personal development. This results in pupils feeling secure and developing confidence in their learning. The school seeks and considers pupils' views well. Provision for care, welfare, health and safety is satisfactory.

Main strengths and weaknesses

- There are good and trusting relationships between pupils and staff.
- Pupils are given good advice, support and guidance as they progress through the school; such provision is very good for pupils with special educational needs.
- There is good provision for pupils to find out about careers opportunities.
- The school council enables pupils to raise concerns, make suggestions and become well involved in the school.
- There are good and effective induction arrangements for new pupils.
- Risk assessments are good for such ventures as school trips and visits, but not enough time and resource are allocated to assessments of classrooms and spaces within the school.

Commentary

32. Procedures to ensure that pupils work in a healthy and safe environment are generally satisfactory. The designated officer for child protection is well trained and deals with issues effectively. In view of the number of pupils at the school, it would be prudent to train and appoint at least one more child protection officer. The health and safety officer does his best to ensure that risk assessment meets statutory requirements. However, assessments are not systematically carried out in all subject areas. Risk assessments for offsite visits are good.
33. Good relationships at all levels reflect the school's caring ethos well. The school has a strong system of pastoral care underpinned by tutors and heads of year. Pupils have easy access to well-informed support, advice and guidance. For example, learning mentors work very hard with pupils on a one-to-one basis and with small groups with particular barriers to learning. Other agencies work well with the school, including the 'Connexions' service, education welfare service and an outreach worker from a pupil referral unit. The '50 club' and 'Aim Higher Group' demonstrate the school's inclusive approach to learning very well by giving much additional support to pupils who need it. Good careers advice and guidance are available for pupils, including good information about further education and training.
34. The care, support and guidance for pupils with special educational needs are very good. All pupils with special educational needs have either group or individual education plans, as appropriate, that indicate areas of concern, and targets to be achieved; achievement criteria; possible teaching resources and techniques or class strategies; named support assistants and outcomes. Individual education plans are shared with pupils, their teachers, parents and carers and are regularly reviewed at least once a term. The records of pupils with special educational needs are detailed and give clear details of progress, or lack of it, with reasons, that are communicated to pupils, parents and carers. All pupils with a Statement of Special Educational Needs are well supported by named support assistants. Pupils with physical disabilities are paired with pupil 'buddies' and are escorted by named support assistants to facilitate movement and access between lessons. Support and guidance for pupils with behavioural difficulties within the inclusion unit are very good. Pupils may be removed from a few lessons

where they have particular problems; they may be partly isolated from lessons, or totally isolated. In these cases they receive very positive support and are encouraged to win achievement certificates for improved attitudes and behaviour. They remain in school and are able to monitor their own progress; this has resulted in a reduction in fixed-term exclusions. Last year these pupils also benefited from individual help and support both in school and through home visits by an inclusion teacher. However, for two terms of this year the inclusion teacher has had to cover for teachers in mathematics so the level of individual support has not been as effective as it might be.

35. The school council enables pupils to feel valued as young people. It is pleasing to see that many of their suggestions are adopted, for example, additional lockers and changes in accommodation and catering. Older pupils have been involved in recruitment exercises very well. For example, they evaluated presentations made by applicants for a senior staff position recently.
36. The school's good arrangements for induction are effective in settling pupils into Year 7; there is good liaison with primary schools to ease the transition of pupils with special educational needs and good early identification and intervention to support pupils with behavioural problems. The school is involved in many 'bridging' projects with local schools giving prospective pupils good experiences in subjects such as science and art and design. The school also operates a 'summer school', again giving prospective pupils confidence about the next stage in their education. Care extends to several years after pupils have left; governors keep a close eye on how well pupils do in further education, invite a significant number of successful students back to the school and make presentations to them.

Partnership with parents, other schools and the community

The partnership with parents is sound and makes an effective contribution to learning. Good links in the community, including with other schools and colleges, make a good contribution to the school's work. This represents a good improvement since the last inspection.

Main strengths and weaknesses

- Pupils' interim progress reports and information about study options in Year 10 are helpful to parents.
- The school makes good efforts to involve parents in its work by seeking, valuing and acting on their views.
- Many good links with the wider community enrich learning.
- Pupils' annual reports do not give enough information about their performance.

Commentary

37. The school has a welcoming reception area and helpful secretarial and administrative staff. Much useful written information is available for parents, for example, interim reports about pupils' progress. However, many parents are rightly disappointed with pupils' annual reports. This is because there is inconsistency in what is reported in each subject. More importantly, there is not enough detail about what pupils know, can do and understand.
38. The school has commissioned an extensive survey of parents' issues in each of the last two years. These surveys identify common and individual problems and are well used to inform many school policies and practices. For example, the school has acted upon suggestions about supervision in certain areas of the school and also regarding information on homework setting.
39. Links with the community include the local church, universities, colleges and many pupil support agencies. The headteacher has been instrumental in forging links with business and it is pleasing to see how successful this has been in relation to financial donations to support the

school's development. Other good links include Leeds United FC, which gives good support to the GCSE physical education course at this school. The school puts much back into the community, for example, through pupil volunteers who take part in work experience placements.

LEADERSHIP AND MANAGEMENT

The governance of the school is satisfactory; it is very supportive of the school and ensures that it meets statutory responsibilities wherever possible. The leadership by the headteacher is very good; she has very high aspirations, displays very good strategic management to reach them and leads by example. Leadership and management by other key players are good.

Main strengths and weaknesses

- The headteacher has high aspirations for the school, which she has begun to realise through achieving Business and Enterprise College status.
- There is very good strategic planning, which should enable the school's goals to be met.
- Leadership of the curriculum and teaching by the headteacher are very good.
- The school has placed significant focus on improving teaching and learning; a deputy headteacher leads and manages this area well.
- The school's self-evaluation is very good and continues to direct necessary changes.
- The school, through the good work of a deputy headteacher, monitors performance data very well and is taking effective action to improve performance through, for example, staff performance management.
- Financial management is very good and finances are now on track to allow the school to address identified priorities.
- Best value principles are applied very well to ensure that money is appropriately and well spent.

Commentary

40. Governors were clear about the qualities needed in a new headteacher and ensured these through a rigorous selection process. They later followed this up with support for a substantial review and reshaping of the senior management team, which formally began its work in September 2003. In the last school year governors also supported the school's application for Business and Enterprise College status, which was successful. They also changed the way some money provided by the foundation governors is directed so that it is beneficial to all pupils equitably, with the minimum of administration. Both sets of governors have pursued and supported improvements in the school's accommodation, which are very good and helping to raise standards; pupils respond well to new rooms, and their behaviour is better when they can move more easily through the school. However, though governors are aware of weaknesses in curriculum areas they do not always clearly link such weaknesses, for example, in mathematics, with their effect on school standards overall, though they do support the range of actions needed to tackle them. Governors are aware that the school does not meet statutory requirements to provide a daily act of collective worship. They know that any assemblies have to be small and infrequent due to inadequate space and hope that worship can be provided for in classrooms. However, they also know practice will be variable as not all teachers are necessarily minded to conduct such worship.
41. The headteacher faced considerable problems of school improvement when appointed, including issues about financial, senior and middle management, and the unsatisfactory quality of some teaching and learning. She has been resolute in tackling all issues; finance and senior management issues have been very well resolved and this has enabled the school to move more rapidly forward. She demonstrated a dogged sense of purpose when personally making the move, which acquired the final significant sum of money needed to finalise the Business and Enterprise College bid; her enterprise impressed a leading business person. Middle management issues are still being tackled rigorously. The school is also well focused on

inclusion and a radical review of the curriculum is nearing completion with changes due to come into place in September 2004. The changes will solve many of the difficulties some pupils have with the current model and increase work-related learning and vocational options. Strategic planning is very good and well orchestrated developments dovetail together and are well monitored and reviewed. The school's rapid post OFSTED analysis is a good example of this; inspectors' evaluations were immediately overlaid on the school's self evaluation to see where there was agreement or surprises, and hence how the action plan should shape up. The school also learnt quickly about the new OFSTED framework and is well placed to help other schools to respond appropriately to it. The headteacher has been selective in her use of support available from the Education Action Zone, but has made appropriate use of it, especially opportunities for collaboration and discussion with other headteachers. The leadership improvement grant has facilitated this and the headteacher has supported the use of part of this grant to fund external support where local expertise does not exist. The leadership improvement grant has enabled the lead teachers to be funded, including providing time for them to work with other teachers.

42. School management is very effective and illustrated by the high level of data analysis about pupils' performance, which creates a clear picture of how well they are doing and how well they should do. This is communicated effectively to staff and pupils and enables academic targets to be understood. A deputy headteacher leads well on this work, which dovetails into the good work of another who leads on teaching and learning. Teaching and learning are key focuses for the school through the teaching and learning staff group, and the six lead teachers who evolved from it; a healthy debate about teaching and learning styles and supportive work from lead teachers is apparent in the school. An in-house publication about teaching and learning is produced, which inspectors found most useful and supportive of raising levels of achievement. Performance management is thorough and linked to good staff development. New staff have good induction and support and senior managers intervene where appropriate to provide additional support. Classroom support staff are deployed well, though more would be useful, and effective use is also made of technical staff to help learning, for example, in business education. Recruitment has been difficult in some subject areas, for example, mathematics, and the school is being innovative by using specialised computer software in some mathematics lessons in Years 7 and 8 taught by non specialist mathematics teachers. The school recognises that this can only be an interim measure and is looking forward to mathematics support provided from the LEA and through specialist school support available from the DfES. The workload of senior managers has been very well analysed and many administrative tasks have now been devolved to a shared personal assistant; senior managers are now freer to pursue strategic roles including evaluation and support for colleagues.

Finances

43. On appointment, the current headteacher inherited a considerable financial deficit. She has cleared this quickly through well-considered measures, and the school is now on a sound financial footing. The headteacher is well assisted by a knowledgeable business manager, and the school's budget is well linked to the development plan. The school has taken measures to ensure financial security. Very good steps are taken to ensure that the school meets the principles of best value. Contracts are regularly reviewed and some have been changed to the school's advantage. The finance committee includes governors with substantial financial experience who test the school's proposals rigorously. Wide consultation with stakeholders takes place, a good example being the way in which the views of pupils are sought when certain staff appointments are made. Parents' views are regularly surveyed by consultants. The school receives an average amount of money for each pupil and, because pupils achieve satisfactorily, it provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£2,877,809
Total expenditure	£2,948,579
Expenditure per pupil (11-16)	£2,659

Balances (£)	
Balance from previous year	£28,303
Balance carried forward to the next	-£42,467

Special educational needs and inclusion

44. Overall leadership and management of special educational needs are good. Leadership and management of the inclusion faculty team are very good, but monitoring of teaching, learning and achievement of pupils with special educational needs across all subjects, and communication between special educational needs support teams and other faculties need to be developed further.
45. The leadership and management of the inclusion faculty are very good. Communications within the faculty are very good. There are good opportunities for professional development for teachers and teaching assistants and clear guidance through schemes of work. The monitoring of the quality of teaching and learning and pupils' achievement within the inclusion faculty is very good. There is a clear faculty development plan linked to the school improvement plan and all short-term targets have been met. The school meets its statutory obligations in line with the statutory Code of Practice. There are clear, appropriate special educational needs and inclusion policies. However, the very good practice evident within the inclusion faculty is not always shared throughout the school. At present some subjects do not have adequate policies for special educational needs and some faculties are not sufficiently involved in contributing to pupils' individual education plans, for example, in mathematics. Communication and liaison with other faculties are not developed to ensure that all staff are meeting pupils' special educational needs well enough, consequently, there are insufficient checks on the teaching, learning and achievement of pupils with special educational needs across subjects.

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

- English literature GCSE results are consistently good and likely to be better than national results in 2003 (comparisons are not yet available).
- English language GCSE results are in line with those of similar schools overall.
- Achievement is good, particularly in Years 10 and 11, because of good teaching.
- Good use is made of ICT.
- Leadership and management are good.
- Standards in Year 9 continue to be below average, though there is an underlying improvement.
- Assessment is not used sufficiently well to devise suitable tasks for pupils of varying ability.

Commentary

46. Standards of work in Years 7-9 are below average. Test results at the end of Year 9 in 2003 were below, but close to, average in comparison with schools nationwide and in line with those found in similar schools. Though results for 2003 show a slight dip from 2002, the underlying trend is continuous improvement as was seen during the inspection.
47. Standards in Years 10 and 11 are about average; GCSE examination results in 2003 confirm this picture. The proportion of pupils who gained a grade between A* and G is likely better than the national figure. English results were relatively better compared with those of other subjects in the school. Though a significantly lower proportion of pupils, (both boys and girls), achieved grades A*-C in English than was the case nationally, the school did as well as similar schools. English literature results had a much higher proportion of higher grades; at 72 per cent, this proportion is likely to be better than the national picture.
48. Achievement is good overall by the end of Year 9 and in Year 11. Girls' achievement is better than that of boys. However, there is less evidence generally of the development of higher order skills of speaking and listening, or wider range of vocabulary, or of independent learning and writing skills.
49. Teaching and learning are good overall; most lessons seen during the inspection, were good or better. There is a good range and variety of experience amongst the teaching staff; all have good command of their subjects and good teaching skills. Learning support staff are used well in some lessons, but the provision is thin given that a significant number of teaching groups contain pupils of differing abilities and those who have special educational needs. Teachers plan good lessons and manage their classes well. They organise a good variety of tasks balancing speaking and listening, reading and writing, though reading aloud is quite limited. In a good lesson in Year 9 all pupils worked on a poster about a 'Trip to the Moon' working independently using computers. The teacher structured the lesson very well by sharing and writing the lesson objectives on the board and helping them to consolidate previous learning through effective questioning and displaying it on the board. All could refer to the clear guidance about key features of persuasive writing, such as a balance of writing and illustrations, use of adjectives and layout for ease of reading and gaining interest and being aware of the audience. They were also supported individually by the teacher, teaching assistant and the technician. All applied that knowledge in their poster making very well and most produced a good combination

of exciting pictures with lively headlines and narrative to grab attention. Pupils generally have good attitudes to learning and collaborate well with each other. Sometimes a lack of pace and insufficient challenge, together with the boisterous behaviour of a minority slows their learning down. Teachers' use of assessment is less consistent in Years 7-9. Better learning takes place in Years 10 and 11, partly because the examination syllabuses give a stronger structure to the curriculum that is less well defined in the first three years. Pupils produce more writing of length and quality, and respond to the high expectations of their teachers. They are made sufficiently aware of the standards they are reaching and what they must do to improve.

50. The subject is well led and managed. There is clarity of vision and a sense of purpose within the faculty. The faculty functions well as part of a team of subject specialists to improve standards. They pursue innovative ways of making learning more exciting and enjoyable, such as the use of interactive white boards, 'power point' presentations and the regular use of ICT in lessons. Performance data is monitored well and good use is made of self-evaluation to support the development of staff, and to share good practice and resources. Schemes of work meet statutory requirements, but there is insufficient reflection in them about the diverse range of cultures found both in the region and nationally. There is presently insufficient planning for gifted and talented pupils, particularly in Years 7-9.
51. Weaknesses mentioned in the previous inspection report have been largely addressed and improvement is good overall. Currently the stability of staffing has improved and specialist staff provide good teaching, which is leading to higher standards of achievement and improved results.

Language and literacy across the curriculum

52. Language and literacy skills are broadly average in Years 9 and 11, though more boys than girls have weak literacy skills. The current Year 7 has better literacy skills than many older pupils. The previous inspection report indicated that there was no whole-school approach to the teaching of literacy. Now the English faculty oversees this area of work and literacy strategies are being undertaken by most other subject departments, although approaches are not always consistent. They are good in history and drama and unsatisfactory in mathematics. Most departments use key words, in one way or another, and most use writing frames (worksheets with prompts to encourage good writing). Most have incorporated literacy needs into their schemes of work, but in general there is still not enough concentration on improving speaking and listening, reading for meaning and on writing and spelling in other subjects across the curriculum.

French

Provision in French is **unsatisfactory**.

Main strengths and weaknesses

- The progress made by higher attaining pupils in Year 8 is good.
- There is insufficient focus on developing speaking skills.
- Achievement in Years 10 and 11 is unsatisfactory.
- Leadership and management are unsatisfactory.

Commentary

53. GCSE results in French in 2002 were well below average compared to those in all schools. The proportion of pupils attaining an A*-C grade was very low. The proportion of pupils attaining an A*-G grade was average. When compared to similar schools, GCSE results are poorer than might be expected. Results in 2003 are identical. The trend in results over the last three years is static. Standards of work are well below average and pupils achieve unsatisfactorily.

54. Standards of related work when pupils start school are below average. Nevertheless, by Year 9 higher attaining pupils can write accurately on course-book topics and can select key information from listening exercises. Their progress is most marked in Year 8 as the quality of teaching and assessment is better and tasks are adapted more consistently to meet their needs. In a good lesson, pupils were entirely clear what they had to do at all stages, questioning was fully inclusive and learning was systematic. Boys responded enthusiastically, although their pronunciation was not as good as that of girls. Lower attaining pupils in Years 8 and 9 make less progress as teacher expectations are less strong and this is reflected in weaker pupil attitudes. Their achievement in French is also hindered in Year 9 as one lesson is used for Spanish, to little purpose. The speaking skills of all pupils are weaker, because many lessons are focused too much on the development of comprehension skills. Pupils are not trained to use question forms, which reduces the effectiveness of pair-work exercises. There are good examples of assessment techniques used to support pupils' learning, but they are not embedded in departmental practice. ICT makes a limited contribution to learning because the acquisition and assessment of skills is ineffectively monitored.
55. By Year 11 higher attaining pupils can write some accurate accounts in preparation for coursework and can identify key details in short listening exercises. Their work lacks depth, however, as teacher aspirations are low, too much time is spent on recapping basic vocabulary and structures, and activities are not well chosen to promote learning. Lessons proceed at a leisurely pace, pupils lack a sense of purpose and relationships decline. In an unsatisfactory lesson learning was affected because pupils were not directed to focus on key structures and vocabulary while watching a video. The achievement of lower attaining pupils is also unsatisfactory. Classwork is often incomplete and homework not done. Teachers do not develop speaking skills systematically and the marking of pupils' work gives them insufficient guidance as to where they stand in relation to GCSE criteria and how they can improve. The reduction in the number of lessons for Year 11 and their distribution on the timetable also affects progress. The new groups of Year 10 pupils in Spanish are making pleasing progress due to competent teaching.
56. Pupils with special educational needs make unsatisfactory progress. There is no departmental policy to guide the teaching, inconsistent use is made of individual education plans and the deployment and effectiveness of learning support assistants is limited.
57. Leadership and management are unsatisfactory. There is not enough understanding of key priorities or drive to secure improvements in teaching and learning. Areas of weakness highlighted at the previous inspection have not been addressed and in several important respects standards have declined, consequently, improvement is unsatisfactory. Management practice is ineffective in guiding the work of the department.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are not high enough.
- Pupils do not learn well enough because too much of the teaching is not good enough; there is not enough challenge, management of pupils is unsatisfactory and methods are too narrow.
- The subject is poorly led and managed.
- There are too few qualified teachers of mathematics.
- Accommodation is good with interesting displays of work and posters.
- Pupils do well on the optional GCSE statistics course.

Commentary

58. National test results at the end of Year 9 in 2003 were similar to those in 2002 and were well below average. The trend over the last three years is one of gradual improvement, but standards are still too low. Results in 2003 match the standard of work observed. Test results in 2003 were below those in similar schools. Staff changes and difficulties in recruiting teachers are a significant reason why results did not improve more.
59. GCSE results in 2003 were well below average compared to those in all schools. The proportion of pupils attaining an A*-C grade was well below average, though the proportion attaining an A*-G grade was likely below average. When compared to similar schools the proportion attaining an A*-C grade was also well below average. Boys' results were worse than girls' results because they did not have as good attitudes towards their work. The trend in results over the last three years is static. A small number of pupils opt to take an additional GCSE in statistics in their own time. Their standards are above average and they achieve well. Pupils enjoy this course, which makes a beneficial addition to the curriculum.
60. On entry to Year 7, pupils' standards are below average. Because these standards are no nearer to the average by the end of Year 9, pupils' achievement in the first three years is unsatisfactory. By Year 9 pupils can use simple algebra and draw a range of graphs. However, they do not handle negative numbers with confidence. By Year 11, pupils can solve simple equations and use basic statistics. However, they cannot plan an extended piece of work, do not readily know when to use previous learning and have difficulties writing about their work. Below average standards of writing reduce the quality of reports on investigations, and this lowers their examination grades. In Years 10 and 11 standards become well below average so that achievement is unsatisfactory. In all years, unsatisfactory attitudes are one reason why pupils do not achieve as well as they should; unsatisfactory teaching is the other.
61. Pupils with special educational needs make the same unsatisfactory progress as other pupils. The higher attaining pupils do not do as well as they ought because teachers do not regularly recognise that they need additional work which will challenge them.
62. In Year 7, a good lesson involved pupils calculating areas of compound shapes. The teacher insisted on a very lively pace and had chosen a range of questions well so that each pupil had challenging work. In contrast in an unsatisfactory lesson, pupils in Year 9 did not learn well enough because the teacher did not deal soon enough with some pupils who were not behaving well enough and some pupils were waiting for quite some time for more work when they had finished. In a good Year 10 lesson lower attaining pupils enjoyed collecting statistical data in the town centre. They responded well to being able to work without direct supervision, so gaining confidence. By contrast, in a poor lesson, Year 10 pupils learnt very little because of disruptive behaviour that the teacher did little about and the work was too difficult for nearly all in the class.
63. Failure to deal with unsatisfactory behaviour is a feature of too many lessons and is one reason why learning is unsatisfactory. Another key reason is that in too many lessons work is too easy for some pupils. Time is lost when teachers end the lesson before the scheduled time. Too many lessons and sequences of lessons are not planned sufficiently well. Teachers emphasise being able to follow rules to perform a calculation rather than developing pupils' understanding. Many pupils soon forget the rules. This would be less likely if they understood their work more. Some work is not marked. When teachers add a comment to work it is nearly always about the effort the pupil has made, but does not tell them the standards of their work or help them to improve. Unsatisfactory teaching leads to unsatisfactory learning and is why achievement is not higher.
64. Leadership and management of mathematics are poor. In recent years, the school has experienced difficulties recruiting and retaining specialist teachers of mathematics. However, a team approach to the teaching of the subject has not been established, which might have

supported it. Not enough has been done to improve the quality of teaching, which has declined since the previous inspection. Standards have not risen since that time and the attitudes and behaviour of pupils in mathematics have worsened. These add up to poor improvement since the previous inspection.

65. Accommodation has improved since the previous inspection. Good displays on walls make classrooms attractive. Because of the problems recruiting mathematics teachers, all pupils in Years 7 and 8 currently use a computer program for one lesson each week. This provides practise of mathematical skills, though it does not develop their ICT skills and does not significantly increase their understanding of mathematics. Pupils enjoy considering moral issues such as when Year 11 pupils investigated the relationship between death rates and the wealth of various countries. Pupils discuss confidentiality of data for statistics, which contributes to their citizenship. However, such instances are not planned into their work.

Mathematics across the curriculum

66. The school does not co-ordinate the development of mathematics across the curriculum. Consequently, pupils do not develop their mathematical skills as well as they should. However, pupils do have the skills needed for their lessons. In design and technology they measure accurately and understand the effects of symmetry when designing. In English, pupils in Year 11 use Venn diagrams very effectively to help them to compare poems. Good use is made of mathematical skills in history when calculating profit and loss of the slave trade. Other subjects, including religious education and physical education make very little contribution to developing mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are mainly good and often very good.
- Effective use is made of ICT, enabling students to learn and progress well.
- There are very good relationships between staff and students, and students have positive attitudes towards their work.
- Procedures for monitoring and evaluating all aspects of the work of the faculty are as yet underdeveloped.
- The examples of good practice in marking and assessment are not always consistent.
- Enrichment work for the very high attainers is underdeveloped.
- Leadership and management by the head of science are good, supporting staff and enabling them to function very effectively as a team.

Commentary

67. National test results at the end of Year 9 in 2003 were better than those in 2002. These 2003 results were below those in similar schools, although the trend over the last three years is one of gradual improvement.
68. GCSE results in 2003 were below average compared to those in all schools. The proportion of pupils attaining an A*-C grade was well below the national average, but better than that expected in similar schools. The proportion of students attaining an A*-G grade was likely in line with the national average. There has been an upward trend in results over the last three years.
69. By Year 9, pupils can make predictions based on their scientific knowledge. They can select apparatus to carry out experimental work and they can record observations and measurements accurately. However, many pupils are not confident in using key scientific terms. By Year 11,

pupils can extract and analyse information from a range of sources and draw accurate conclusions. Overall, the standard of work by Years 9 and 11 is just below national averages. When they came into the school, pupils' standards were well below national averages. Therefore, achievement in the first three years, and in Years 10 and 11, is good. This is because teaching is effective, relationships between staff and pupils are very good and pupils have positive attitudes towards their work. ICT is also used effectively to improve learning.

70. Pupils with special educational needs make good progress because work is carefully planned to meet their individual needs. They also receive good support in lessons from learning support assistants. The higher attaining pupils make satisfactory progress, because they are often challenged to extend their thinking. Their progress would be further enhanced by the provision of specific extension and enrichment activities.
71. There are many examples of very good teaching in all year groups. For example, a Year 9 lesson on energy involved pupils carrying out a practical investigation into producing the best battery. Pupils worked well in groups, focused on their work and explained their conclusions to the whole class with confidence. A quick and enjoyable quiz at the end of the lesson enabled the teacher to identify which pupils had managed to achieve their learning objectives. By contrast, in an unsatisfactory lesson in Year 7, pupils were engaged in low-level cutting and pasting tasks about the solar system, without a full understanding of what they were supposed to learn. Concentration was lost, behaviour deteriorated and, therefore, progress was very limited. In a very good lesson in Year 10, pupils used a computer simulation with confidence and enthusiasm. This enabled them to make good progress in understanding complex chemical reactions. In another very good lesson in Year 10, students worked to full capacity in extracting and analysing information about resources for generating energy in the UK. They were then able to plan an environmentally friendly way of using electricity to keep a house warm.
72. In the very good lessons, teachers use their subject knowledge to plan well. They introduce stimulating starter activities. The learning objectives for the lesson are clearly explained to pupils and then used throughout the lesson to monitor progress. There is a lively pace and a variety of activities. Humour is used effectively, and pupils are expected to achieve their best. Key scientific terms are fully explained and pupils are encouraged to use them. At the end of the lesson, pupils actively participate in consolidating their learning and identifying their progress.
73. Leadership and management of science are good. The head of science leads with great sensitivity and a commitment to continue raising standards. A very effective team approach has been established. He ensures that staff are supported in their work and take full advantage of professional development opportunities. Induction of new staff is very good. Three recently promoted post holders are already beginning to have a very positive effect on the quality of teaching and learning across the department.
74. A framework for monitoring and evaluating the work of the department has recently been introduced and this now needs to be developed further and rigorously implemented, so that all teachers apply the many examples of good practice consistently. For example, there is some good practice in the marking and assessment of pupils' work and this needs to be applied by all staff. Where it is good, work is marked so that pupils are fully aware of what they need to do to improve. Pupils are also involved in assessing their own work and progress.
75. A clear evaluation of strengths and weaknesses of the faculty has been carried out and this will inform the next development plan. A very good plan for the development of the National Key Stage 3 Strategy also provides a useful framework for raising standards.
76. The quality of the curriculum is good, and the introduction of applied science in Years 10 and 11, is a very positive initiative. Schemes of work provide a very useful framework for teaching and learning in all year groups. Science makes a positive contribution to the social and moral

development of students. Students work well together and they treat each other and teachers with respect. The promotion of citizenship is built into the schemes of work.

77. The resourcing of science is satisfactory. Accommodation is very good and the learning environment is further enhanced by high quality displays of work. Improvement since the last inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The school's use of the National Key Stage 3 Strategy is raising standards in Years 7-9.
- There is good teaching and learning overall.
- There are very good relationships, resulting in the positive attitudes of pupils and enthusiasm for the subject.
- Good support of technicians and teaching assistants helps learning.
- Leadership and management of the subject are good. The co-ordinator has a clear view of what needs to be done to raise standards.
- There is no organised provision for gifted and talented pupils to help extend their computer skills.
- The use of ICT across the curriculum needs to be further developed.

Commentary

78. Teacher assessments at the end of Year 9 in 2003 show that girls are attaining close to the national average, but boys well below the national average. Work seen shows that standards are close to average for both girls and boys. Most pupils are achieving well, although the higher attaining pupils do not do as well as they could. The school is aware of this and is planning to offer them the opportunity to take a key skills course in Year 9. Pupils with special educational needs make satisfactory progress, but need more support in lessons to help them to do better.
79. Pupils in Years 10 and 11 are following a course in key skills. There are no previous results available for comparison.
80. By Year 9, pupils have made good progress in word-processing, desktop publishing and the use of presentation software and spreadsheets, where they are able to use simple formulae. They have experienced using control technology and use search engines on the Internet to look for information. Their work is well marked and annotated and pupils know how well they have done and how to make improvements. The use of the National Key Stage 3 Strategy and the incorporation of national units of work into the curriculum are helping to raise attainment in Years 7-9. Lessons are well structured and pupils are clear about the learning objectives. For example, in a good Year 7 lesson, a clear starter activity, which included very good use of the interactive white board, enabled pupils to enter text into a presentation package and search the Internet for appropriate images to illustrate this text. In this lesson, the teacher ensured that pupils understood the National Curriculum Level they had achieved and what they needed to do to achieve a higher level.
81. By Year 11, pupils are able to use their ICT skills in completing project work for the accreditation in key skills. Standards in Year 11 are below average. For example, in one lesson pupils had not experienced databases before and needed a skills-based activity before they could use these in their project work. However, standards in Year 10, who have had discrete ICT lessons since entering the school, are average; consequently achievement overall by Year 11 is satisfactory whilst Year 10 have achieved well.

82. Teaching and learning are good overall. Teachers overall have very good subject knowledge and this inspires enthusiasm in the pupils who concentrate on their work and learn well. For example, in a good lesson on computer control, the high level of challenge and very good one-to-one support by the teacher and technicians resulted in pupils concentrating well and being able to order instructions into a sequence and successfully change traffic light signals. However, in an unsatisfactory lesson with Year 9, a significant amount of time was spent in managing behaviour and pupils made limited progress in investigating the organisation of websites.
83. Leadership and management are good. The co-ordinator is very knowledgeable and has used her expertise of the National Key Stage 3 Strategy to train teachers in the use of the three-part lesson and, as a result, the use of starter activities was good. The co-ordinator monitors lessons and has identified the need for further training for staff new to the department. Improvement since the last inspection is good.
84. The subject is well resourced. The Internet is accessible and is used well, although the use of email and the new school website is still underdeveloped. The department is building up an assessment portfolio to identify standards and this, together with the use of the data available to inform planning, should improve the quality of assessment overall. The subject's contribution to literacy and citizenship is acknowledged in lesson plans. Very good technical support enables teachers to draw on available assistance when necessary. This ensures that any technical problem does not hinder learning and that there is knowledgeable support for individual pupils when necessary. Technicians back up information regularly and keep a close check on the efficiency of the Internet filtering programme (to stop inappropriate access).

ICT across the curriculum

85. The use of ICT across the curriculum is satisfactory overall, though underdeveloped in some areas. The use of ICT is mentioned in all subject documentation and is used consistently well in science, religious education and English, and consistently very well in design and technology. However, it is not used satisfactorily in history, geography, art and design, modern languages and music. Word-processing is used in most subjects to present work and spreadsheets have been used to create graphs in design and technology, science, mathematics and physical education. There has been no use of databases to collect and interrogate information. Most subjects have used the Internet to search for information, but opportunities have been missed in geography and modern languages. There is little evidence of the use of digital cameras, though pupils have used video in physical education to record their performance and to use it as supporting evidence for their coursework.
86. The use of ICT in English is good. There is good use of the interactive white board and the ICT suites are used regularly. Pupils have good subject specific software and use the Internet for research on poets and writers and also to look at examples of persuasive writing. Pupils have accessed a Shakespeare website and the department is using e-learning credits (a form of national funding) to purchase access to a large online database.
87. Very good use is made of ICT in design and technology, where there is an effective range of subject specific equipment. There has been a good improvement in the use of ICT in science since the last inspection. For example, Year 9 pupils were helping their learning by using the Internet to look up different kinds of salts.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses.

- There is some good teaching when a variety of resources and teaching styles are used.
- Specialist teachers have a good command of their subject.
- Use of fieldwork greatly enhances the work done in classrooms.
- The use of computers is underdeveloped and does not support learning and research.
- Marking is not constructive enough.

Commentary

88. GCSE results in 2002 are below national averages from a group that had a very large number of boys compared with girls. In 2003, results are well below likely national results.
89. Standards by the end of Year 9 are below national expectations for both girls and boys. However, pupils' achieve satisfactorily from Year 7 when their standards were even lower. As pupils of all abilities progress through Years 7-9 they do gain some confidence in their writing and using maps diagrams and graphs but their skills in using computers is not so well developed. More able pupils are not challenged enough. The work of girls is sometimes at a slightly higher standard than that of the boys but this is not always the case. The use of key words used as a starter activity in some lessons makes lessons better. Pupils with special educational needs make significant progress towards their targets particularly when supported by an assistant in class.
90. Standards in Year 11 are below the national average but pupils' achieve satisfactorily. There are far more boys than girls in classes so it is not possible to compare their relative performance. Pupils of all abilities are making some progress in their geographical knowledge, understanding and use of geographical skills. The small number of pupils with special educational needs achieve satisfactorily but would benefit from some additional support.
91. Teaching and learning are satisfactory. Teachers have a good command of their subject. Lessons are well prepared. Learning objectives are shared with pupils and usually draw on a range of activities and resources. Computers are not used enough to support learning. More able pupils are not given sufficiently challenging work or suitable texts. Marking has insufficiently constructive comments on how pupils can make adjustments to their work in future. Pupils' attitudes are generally satisfactory and behaviour is generally good with any incidents of poor behaviour quickly dealt with.
92. Leadership and management are satisfactory and improvement since the last inspection is satisfactory. Fieldwork is well used to support learning. The quality of texts (especially more advanced) and computer related resources are insufficient at present.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching is consistently good, sometimes very good, and so pupils achieve well.
- Pupils have very positive attitudes to work and so learn well.
- Leadership is very good and management is good.
- The use of ICT in teaching is excellent, although pupils do not use ICT for research or to improve presentation.
- There is insufficient teaching time in Years 7-9.

Commentary

93. Standards on entry are below average now and were weaker still in the past. The standard of work in Year 9 is below average. A small proportion of pupils reach above average standards. In 2003, in teacher assessments at the end of Year 9, fewer boys than girls reached the highest standards. The standards reached by girls were, overall, in line with the national average. In pupils' current work there is no significant difference in standards between boys and girls. By Year 9 the majority of pupils have satisfactory knowledge and understanding. They explain successfully why events happened. The highest attainers make good links between events. Many pupils make good use of a range of sources. Most pupils successfully identify change over time. The highest attainers write well at length. A significant proportion of pupils, however, have very patchy knowledge. Lower attaining pupils extract information from sources, but do not make valid deductions about what the evidence tells them. This is usually because of their poorer literacy skills. Pupils achieve well overall.
94. GCSE results in 2002 were below average compared to those in all schools. Fewer boys than girls reached the highest standards. The provisional results in 2003 were similar to those of 2002. The proportion of pupils attaining an A*-G grade was average. The trend in results over the last four years has fluctuated because the capabilities of the pupils, who have opted to take the subject in any year, have changed. The work seen during the inspection was below average, but a small proportion from both boys and girls was above average. By Year 11 most pupils have satisfactory knowledge and understanding. They understand causes and link them to effects. They understand the reasons for peoples' actions. Higher attaining pupils write well at length, and assess the reliability and usefulness of sources competently. The extended writing from lower attaining pupils is often narrative rather than analytical and does not always adequately answer the question.
95. Pupils with special educational needs make good progress because their teachers organise activities where pupils can actively participate, and use available support teachers effectively. The higher attaining pupils make good progress because the work they are asked to do is demanding. Pupils achieve well overall.
96. Consistently good teaching is, as it was at the time of the previous inspection, a strength of the department. It is a key factor in pupils' usually good achievement; good teaching brings pupils on well from a relatively low base. All lessons seen were good or better. Teachers know their subject well. Their wide range of teaching methods motivate pupils well and stimulate interest. In Year 8, a very good lesson was characterised by a demanding task, made accessible to the full ability range. The teacher asked pupils to supply appropriate words or phrases to describe Oliver Cromwell's character using scenes from a modern film. The pupils rose to the challenge extremely well. The highest attainers demonstrated very good understanding of the idea of an individual's 'image'. Excellent use is made of an interactive white board for teaching. In a good lesson, pupils in Year 11 were provided with a range of images of the protest movement in the USA against the Vietnam War. The teacher used music to support the picture images. The strategies created much interest, notably amongst the boys, and led to some productive discussion, especially from the higher attainers, about people's motives.
97. In almost all lessons the pupils' very positive attitudes to their work is a major contributory factor in their good progress and achievement. A small number of girls in Year 11, however, are too happy to be passive and allow the boys to do all the active work.
98. Leadership of the department is very good and management is good. There is a strong ethos of hard work and high expectations. The head of department has a clear idea of what the department needs to do to improve attainment, and is prepared to use innovative strategies. The department makes good use of data to track pupils' progress and identify underachievement. The department makes a good contribution to pupils' moral, social and cultural development and to citizenship. Improvement since the last inspection is satisfactory; good provision has been maintained.

99. The amount of time available to teach history in Years 7-9 is well below that usually seen. It restricts the breadth and limits the depth of the curriculum, especially for the highest attainers. The pupils do not use ICT sufficiently for their research or for presenting their work. This is partly because the department does not have any computers, for pupil use, available in the department.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- The scheme of work for pupils in Years 7–9 is effective and a helpful basis for raising standards.
- Pupils benefit from teachers' good subject knowledge, enthusiasm, commitment and use of resources.
- The time allocation and timetabling arrangements for the GCSE short course are adversely affecting efforts to raise attainment.
- Insufficient provision is made in all years for lower attaining pupils and pupils with special educational needs; this often hinders their achievement.

Commentary

100. GCSE full course religious studies results for the small cohort of ten pupils entered in 2002 were above average compared to similar schools. In the work seen, standards for pupils in Years 10 and 11, following GCSE short courses and an agreed syllabus accredited course, are below average for the majority. Many low attainers and pupils with special educational needs are not improving their grades because the type of tasks and activities they are provided with do not always match their ability. The time allocated to the GCSE short course of 20 hours in Year 10 and the alternating arrangement of half a term religious education then half a term physical education over the year is not helping to provide continuity in learning or assisting teachers to raise standards. In Years 10 and 11 these factors lead to pupil achievement in courses, other than the GCSE full course religious studies, being unsatisfactory.
101. Standards for the majority of pupils in Year 9 meet the expected level in the Wakefield Agreed Syllabus of Religious Education. The achievement of the majority of pupils in Years 7–9 is satisfactory. Pupils of low attainment and those with special educational needs, reach only the lower levels expected because activities to improve their learning are frequently insufficient. As a result, they make unsatisfactory progress. When pupils with special educational needs are provided with a support teacher this is effective in raising their achievement.
102. Pupils' attitudes and behaviour in lessons are satisfactory. Pupils' ability to work either independently or co-operatively with one another is a significant factor in the way they learn. Teachers' enthusiasm, commitment and good subject knowledge also contribute to the progress they make in learning. Teaching is satisfactory or better and this leads to learning that is also satisfactory or better in all year groups. In a Year 8 good lesson, using a role-play exercise on 'good and evil', pupils were confident in their understanding of the way in which one's beliefs and views affect one's actions. Year 11 GCSE pupils in a good lesson could ably describe the significance of the features of a Gurdwara after good stimulus material had been used to help their learning. In contrast a small group of Year 9 boys, with identified learning needs, did not sufficiently engage with the Holocaust topic to make gains in their learning. The failure to target work to the needs of pupils with special educational needs hinders their ability to attain higher standards or achieve better in lessons. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The scheme of work for Years 7–9 is effective in identifying what pupils should be taught and what they should learn. This scheme is well applied by teachers and together with homework is helping to ensure that achievement is improved.
103. In the last inspection the time allocation for courses in Years 10–11 was judged to be insufficient for pupils to reach the required standards of the agreed syllabus. Whilst there have been some changes to the courses for Years 10 and 11 the time allocation and timetabling arrangements are still hindering pupils' abilities to achieve better. On this issue improvement since the last inspection is unsatisfactory.

TECHNOLOGY

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

Main strengths and weaknesses

- Leadership is very good and skilful management ensures success in the work of the department.
- The quality of teaching is very good, which secures very good learning.
- Most pupils have good attitudes towards the subject and make good efforts with their work.
- Most pupils make good progress throughout the school.
- Results in examinations show a rising trend overall, especially in textiles and food.
- Theory work and presentation of portfolios in resistant materials and graphic products across Years 10 and 11 are not good enough and are reducing overall attainment.
- Assessment procedures in Years 7-9 need refining, to ensure that teachers and pupils benefit from the system.

Commentary

104. The number of pupils who gained Level 5 and above in teachers' assessments at the end of Year 9 in 2002 was higher than in 2001. The trend over the last three years is one of gradual improvement. Girls far outperformed boys in all material areas.
105. GCSE results overall in 2002 were below the national average for grades A* to C, but most pupils gained at least a G grade. Results in the material areas differ. Textiles results were above average. In food and in systems and control, results were average. In resistant materials and graphic products, results were well below average. Girls tended to gain most of the A*-B grades and most of them gained their highest GCSE grades in design and technology. Boys' results depressed the overall figures, but often their design and technology grades were the best they attained.
106. By Year 9, pupils are capable of designing things for themselves because they use knowledge and skills gained on short practical projects in Years 7 and 8. This shows good achievement as pupils enter school with little knowledge and few skills in the subject. Most pupils handle the range of tools and materials confidently and show accuracy when coping with, for example, measuring and marking, smoothing and finishing. Most pupils are careful about keeping their written work in order, and many show good skills in using ICT to present work. A few boys do not produce enough written work and some do not complete homework tasks, creating difficulties for themselves when they have to move on. The higher attaining pupils achieve well, as they are more likely to question the teachers about procedures and practices, showing a desire to learn, and have plenty of theory work in folders, to help them to sort out ideas. The lower attaining pupils do well in practical work as they are guided carefully through each project alongside their peers. They benefit from close supervision in theory to help them to achieve appropriately and cope with problems of reading and number work.
107. By the end of Year 11, pupils' practical skills are high in their chosen material area. This demonstrates good achievement, as the GCSE course is more demanding of pupils' time and individual effort. Pupils have to work hard to get accustomed to thinking for themselves and putting their former experiences into practice. Projects are tackled sensibly and most pupils set themselves realistic targets. Many show inventiveness and determination and make small working models before committing themselves to final pieces. A number of projects show a good balance of materials such as resistant materials with electronic components and graphic media connected with food packaging. Where some pupils, mainly boys, fail to attain the results they should, the portfolio work is thin and practical work, started too late in Year 11, has not the degree of finish required for higher grades. In general most pupils use ICT well and include word-processing, use of Internet research, analysis of data and captured images to

enhance their portfolios. They are familiar with using computer-aided equipment in the workshop and also with sewing machines.

108. The quality of teaching overall is very good and secures very good learning. It is best in Years 10 and 11 because teachers work particularly hard with individual pupils to track their performance, and give up their free time to allow pupils access to the workshops. The ten teachers enjoy teaching the subject and have forged good relationships with pupils. The main strengths in the department include very good subject knowledge, thorough planning and preparation of interesting, challenging projects and effective class control. These aspects ensure that pupils learn what they should, are helped to realise their potential, see skilful demonstrations and examples to stimulate them and that there is ample lesson time to complete work in a supportive atmosphere. During lessons, pupils are closely guided by teachers and support assistants where necessary and technicians also give good practical help. Homework usually extends lesson tasks. Both gifted and talented pupils and those with poor literacy and numeracy skills benefit from working from specially tailored worksheets, particularly in food technology, as these ensure that the set work is achievable at pupils' levels of capability. This good practice, however, is not universal. Pupils enjoy technology. They are made to feel valued in lessons, and so respond well. They are good listeners and observers and settle to practical work cheerfully. They try hard in lessons, are proud to show their work and explain what they are doing and are keen to answer questions and make comments, indicating interest in work and a desire to succeed.
109. Leadership is very good. The department works well as a team and teachers and technicians plan together to ensure equal challenge in the work. The development plan is realistic. It addresses the need to improve assessment in Years 7-9 to ensure accuracy in awarding levels and that work is suitably matched to the requirements of the National Curriculum. As yet, the portfolio of assessed work is incomplete. The department has made very good progress since the last inspection:
- there are new teachers who have brought new ideas and additional expertise;
 - the quality of teaching is better;
 - the department reward system has had a positive impact on attitude and attainment;
 - examination results show an upward trend;
 - there are revised schemes of work;
 - the match of work to ability is better;
 - the accommodation has been refurbished.
110. Lack of a large-sheet colour printer and copier means that the quality of portfolios is not as high as it could be and that their production is slowed down. Lack of display cabinets in the workshops prevents pupils' work being shown off to best advantage.

VISUAL AND PERFORMING ARTS

111. Art and design and music are reported on in full. Drama and expressive arts were sampled, as insufficient lessons were seen to make a firm judgement on provision.

Drama and Expressive Arts

112. All pupils in Years 7–9 study drama. Standards by Year 9 are above average. Drama is the most popular subject choice in Years 10 and 11; options and numbers have risen over the last three years. Now half the pupils in Year 10, for example, have chosen to continue studying the subject. In GCSE results since 2001, passes at A*-C grades are above the national average. Although girls attain better than boys in Years 7–9 there is no significant difference by Year 11. Given standards in drama on entry in the school are below or well below average, the rapid improvement in standards by Year 11 represents good achievement by all pupils and very good achievement by more than half the pupils, who gain A*-C grades. In lessons, pupils' speaking is too often unfocused and uses a too limited range of words.

Four strong features of provision promote this good achievement.

- Very good teaching and learning, which develops positive and committed responses from pupils. In three lessons observed, teachers valued, respected and encouraged their pupils' efforts and constantly challenged them to work individually and collaboratively for maximum productivity and efficiency.
- Very good leadership and management, which has realised high aspirations for the profile of the subject, both for its own skills and knowledge and for the important contribution it makes to pupils' personal development.
- Very good flexible accommodation and good resources, which provide a working environment that approximates to professional theatre.
- Good opportunities for pupils to extend their experience in extra-curricular activities and test themselves against the demands of professional practice, through workshops and theatre visits.

113. The expressive arts faculty has recently introduced expressive arts GCSE in Years 10 and 11. The first cohort will enter the examination in 2004. Recent specialist appointments in music, which complement specialist teachers in dance and drama, mean that the faculty can offer pupils who choose this subject real breadth and depth in their learning. In the one lesson seen, teaching and learning were characterised by the same very good qualities seen in drama lessons. As a result, pupils in Year 10 who are only seven weeks into the course are already reaching average standards of attainment in their practical skills.

Art and design

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

Main strengths and weaknesses

- Good preparation and organisation of lessons gives pupils a good level of independence and increases teachers' opportunities to meet pupils' individual needs.
- Good planning and organisational procedures are being established to stabilise provision across the relatively new team of teachers.
- Unsatisfactory provision for teaching ICT through art and design limits research and image manipulation.
- There is no collection of assessed work for Years 7-9 to standardise teachers' judgements and set clear targets for pupils.

Commentary

114. Standards on entry to the school were below average overall. Year 2002 GCSE results were below average compared with those in all schools. The proportion of pupils attaining an A*-C grade was low. The proportion of pupils attaining an A*-G grade was average. Results in 2003 appear poorer than in 2002. The trend in results over the last three years is down largely because of continuing staffing changes bringing a lack of consistency in teaching styles and expectations. Achievement is satisfactory for Years 7-9. Pupils gain experience with a good range of media, but an over-reliance on copying dilutes the strength of their images, leaving attainment still slightly below average by the end of Year 9.

115. By Year 9 pupils can create and accurately enlarge images, using measured grids, in the contemporary Japanese manga style, producing striking work that is on display around the school. However, their skills in drawing and painting from observation remain below average except for a small proportion of higher attainers. These are mostly girls, who show keen observation and good technical skills in their work. Pupils continue to make satisfactory achievement through Years 10 and 11. By Year 11 standards in work seen are average. Pupils demonstrate strengths in decorative design and a readiness to experiment with materials.

Higher attaining pupils continue to show good quality drawing skills. However, pupils still rely heavily on copying from secondary sources and their knowledge of artists is below average.

116. In 2002 GCSE, girls attained national average levels while boys were well below. Key staff have attended training to raise boys' attainment and whilst, in the work seen, girls still perform better than boys, the discrepancy is much less marked.
117. The quality of teaching and learning is good across the whole age range. In the earlier years very good demonstrations and well-organised materials enable pupils to work independently in their exploration of techniques. In contrast, over-long verbal introductions lose the attention of some pupils and time is lost in repeating the information. A strong feature of teaching across the whole age range is the good quality of individual tuition, encouragement of pupils and the setting of appropriate targets for all abilities. On occasions, however, too close an attention to the individual needs of higher and lower attaining pupils left average attaining pupils unsupported causing concentration to flag. In Years 10 and 11 target setting is aided by the effective use of labelled displays of graded GCSE work. A similar collection of work for Years 7-9 is being assembled, but, at present, although day to day marking is good, pupils are unclear about how well they are doing against the criteria for National Curriculum Levels. Provision for ICT in art and design is unsatisfactory due to insufficient computer equipment in the department to teach and develop ICT as a creative tool. Teachers use computers very effectively to make well-produced teaching aids and visual resources.
118. Leadership and management are good overall. Good, and often very good, initiatives have been developed by the leadership to stabilise the uneven provision caused by staff changes over recent years. At the time of the inspection these have yet to make an impact on examination results, but the work seen suggests a significant reversal of the recent downward trend. A thorough programme of planned activities and a wide-ranging three-year development plan for the subject form a secure foundation on which to build.
119. Improvement since the last inspection is unsatisfactory. The current staff are working hard to rebuild the department based on their own areas of expertise following the recent departure of a very successful team. Standards of attainment have fallen predictably during the changeover, but are showing clear signs of recovery as pupils adjust to the raised expectations.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Good leadership is promoting improvements in provision and restoring the profile of the subject after a period of decline.
- Good teaching and learning is beginning to make a positive impact on attainment and pupils' responses to the subject.
- The standards of the majority of pupils in Years 9 to 11 are too low because of unsatisfactory provision in the recent past.
- Limited access to subject specific ICT resources restricts pupils' development.

Commentary

120. Teachers' assessments for pupils in Year 9 in 2003 are well below the national average. Boys' attainment was significantly worse than that of girls. However, standards by Year 9 are now below average, Pupils in Years 7 and 8 are beginning to benefit from recently improved provision. Pupils in Year 9 are also improving, but they are currently doing Year 9 work at a Year 8 standard.

121. Recent GCSE results are below the national average. Results in 2003 were well below average, although entry numbers were small. Again girls did better than boys. Overall standards by Year 11 are now below average. The standards of a minority of higher attaining pupils who play instruments are approaching the national average, but the majority of pupils, particularly in Year 11, lack the skills, knowledge and understanding of the subject expected by this stage. This is due to unsatisfactory learning in previous years.
122. From the basis that pupils' standards of attainment on entry to Year 7 are below average, their achievement by Years 9 and 11 overall is satisfactory. Pupils with special educational needs achieve as well as others because tasks are suitable for their differing capabilities and they have good support from their teachers. Talented pupils are extended through instrumental lessons and in extra-curricular activities. However, gaps in pupils' skills and knowledge mean that a significant minority in Years 10 and 11 are currently underachieving.
123. Teaching and learning is now good in Years 7–11; the recent appointments of two specialist teachers, increased curriculum time, a good revised scheme of work, effective assessment and improved accommodation and resources are beginning to have a significant impact on pupils' learning. The effect of this on standards is most noticeable in Years 7 and 8. Pupils are challenged and stimulated by a good range of different activities, using voices, keyboards and percussion, which support the development of work required by the National Curriculum. Their use of keywords and technical language contributes to their development in English. They respond well, and work productively as a whole class, individually and in small groups. This develops relationships and teamwork and supports pupils' personal development. Pupils in Year 9 are still coming to terms with new standards of learning that require them to concentrate and work hard, but the responses of the majority are positive. Pupils in Years 10 and 11 are keen to make progress, but their lack of confidence in the subject means they can make only limited progress on their own. Too many pupils avoid answering questions or suggesting ideas and they are not sufficiently pressed by their teachers. Boys are the most reticent.
124. Although there are ambitious plans to provide much needed subject specific ICT, the present severely limited resources restrict pupils' development. For pupils in Years 9, 10 and 11 particularly, potential opportunities to make up deficiencies are lost. Where pupils were seen using computer-based composing programmes, their results were much better than those of pupils working conventionally at keyboards.
125. Leadership is good and in a relatively short time has already improved the profile and ethos of the subject after a period of decline. Significant priorities of the subject development plan are being met. Management is satisfactory, as monitoring, evaluation and review are at an early stage. However, although improvement since the previous inspection has not eradicated all weaknesses, it is satisfactory. This is because teaching and learning are so much better and have resulted in raising previously unsatisfactory achievement to a satisfactory level.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is very good in Years 7-9.
- Leadership and management are good.
- Standards are above average in dance in Years 7-9, rugby in Year 8, basketball in Year 7 and hockey in Year 8.
- Extra-curricular activities are good.
- Relationships, attitudes and behaviour are good in Years 10 and 11, very good in Years 7-9.
- GCSE results are not high enough, primarily because of poor literacy.

Commentary

126. In 2002 GCSE results were below average when compared to those in all schools. The proportion of pupils attaining an A*-C grade was very low. The proportion of pupils attaining an A*-G grade was above average. There were many pupils who got very low grades because of low literacy levels; boys' results were low compared with girls' results because of their depressed literacy levels. Few girls sat the examination. The trend in GCSE results in the last three years is level.
127. Teachers' assessments at the end of Year 9 in 2003 indicate that standards in physical education are in line with or slightly above national expectations for boys and girls. This is consistent with standards of work seen during the inspection. By Year 9 the majority of pupils are reaching the expected levels in their activities, and some are performing at above average levels. Achievement is good. In games activities, most boys and girls, including those with special educational needs, take part enthusiastically and are developing their understanding of the principles of play. Both boys and girls are developing effective skills of observation, analysis and assessment as they evaluate each other's work. Across Years 7-9, most pupils are developing an appropriate understanding of the effects of exercise on the body. They prepare themselves effectively for their physical activities, although insufficient opportunity, as yet, is provided for them to take responsibility for this themselves.
128. In work seen in Years 10 and 11 standards are average and pupils achieve satisfactorily overall. Their learning is at least satisfactory and they are co-operative and behave well in lessons. Most are enthusiastic, have positive levels of interest in the subject and usually take part fully in lessons. A number of lower attaining pupils have weak listening skills, and have difficulty in concentrating on the work presented. An important strength of teaching is the positive relationships teachers have with pupils, which establish a co-operative atmosphere for learning in lessons. Teachers know and manage pupils well.
129. Teaching is good overall, very good in Years 7-9 and satisfactory in years 10 and 11. Teachers have secure knowledge of the activities they teach. As a result, pupils learn correct techniques and improve their knowledge and understanding. In the more effective lessons, teachers frequently question pupils to check their learning and develop their understanding. This was well illustrated in a Year 11 GCSE lesson where pupils received positive support in understanding how to improve the quality of their work. This extended the depth and breadth of their learning. In Year 9, an excellent lesson in dance was conducted at a very brisk pace with pupils being both supported and challenged as they explored concepts of tension and release, attraction and repulsion, and elasticity. All pupils were actively engaged for the whole lesson and in addition to developing their own performances they constructively evaluated and appreciated the performances of others, at times spontaneously applauding examples of innovation and invention. In a very good lesson in Year 7 basketball, stimulating, enthusiastic and consistently challenging teaching supported by clear objectives resulted in high levels of achievement in dribbling and ball handling. In Year 8 hockey, standards in dribbling, passing and spatial awareness were what might have been expected of pupils by the end of Year 9. Pupils worked particularly well in threes, giving constructive and accurate feedback to each other about technique and level of performance as a result of excellent teaching. In Year 11, a mixed gender option group achieved well as a result of good purposeful teaching, and a good rapport ensued characterised by excellent peer support, purposeful endeavour and good humour. However, best practice is not always cascaded or shared with non-specialist colleagues.
130. Leadership and management are good with high standards set and maintained across the department. There is evidence of a thoughtful approach to target setting, monitoring and evaluation with self-evaluative techniques encouraged across both teachers and pupils. Pupils are regarded and treated as co-workers with high expectations and aspirations for their achievement. Teamwork and peer support are encouraged and clearly evident with high standards in relationships and mutual respect between pupils. There are anti-racist posters in

changing rooms that are referred to, with cultural and diversity awareness encouraged through 'Expressive Arts' days.

131. Accommodation is unsatisfactory and imposes a glass ceiling on pupil achievement because of the limits and constraints upon teaching and learning styles. Resources in terms of small equipment are good, though storage is a problem.
132. Improvement since the last inspection is good in Years 7-9 and satisfactory in Years 10 and 11. Attainment in games is particularly well developed with good standards, often above national expectations. Attainment of the highest standard is seen in rugby league. Pupils have confidence in their abilities, exude enthusiasm and demonstrate the highest standards of good sporting behaviour.

BUSINESS AND OTHER VOCATIONAL COURSES

133. Four lessons were seen in business education and this subject was sampled; a firm judgement on provision was not possible.

Business education

134. Standards of work varied across the groups, but are below average overall. Standards in a mixed upper ability class in Year 11 were average. Standards of computer keyboarding are well above average; pupils said they learnt this when younger, at middle school. Teaching is good and there are very good relationships between teachers and pupils, which promote very good attitudes, a willingness to work and, sometimes, good discussions between pupils. Such discussion was most apparent in applied business communication in Year 10. Teachers use assessment information well to create academic targets that are set against examination board criteria; pupils know how well they are doing and what they need to do to improve. Teachers use interactive business software to structure lessons; it may be better if this was used more selectively, though inspection could not take account of the wider curriculum plan. Leadership and management were not judged, but it is apparent that significant plans are developing for new courses and teachers have high aspirations for the subject. Examination results in 2003 indicate that pupils achieve well compared to their performances in many other subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **good**.

Main strengths and weaknesses

- Good planning for and implementation of citizenship means that it is established well in the curriculum.
- Pupils have many good opportunities to practise being good citizens in whole-school, extra-curricular and community activities.
- Current assessment arrangements are not sufficiently focused on pupils' standards and achievement in the subject.
- Consistency of delivery has not yet been tested through monitoring of teaching and learning and pupils' responses to the subject.

Commentary

135. As a result of good planning and careful implementation, good provision in citizenship has been successfully embedded in the school. The co-ordinator has worked hard over a relatively short period to draft a policy, assemble a good scheme of work, which meets the requirements of the

Programmes of Study, identify the best subject areas for delivery, and attend appropriate training and area link events. Citizenship was launched with the support of the senior management team at a staff training day.

136. From the beginning of the process the school has recognised that its pupils' experience in citizenship skills and aspects will be more relevant to them if it is placed within the context of whole-school activities, such as assemblies, the school council, mentoring, and their own care and support. The school has also integrated into its citizenship provision the valuable opportunities pupils are given to participate within local community initiatives.
137. Thus all pupils now have the opportunity to engage with citizenship provision, which ensures that they can gain a central core of skills, knowledge and understanding that meets the requirements of the National Curriculum. In addition they can extend their interests and aptitudes in practical ways that enhance their own experience and help other people, both within and outside the school.
138. Pupils' have not studied the subject before joining Normanton. At present standards remain below average through Years 7-11, because pupils have had very limited time in which to benefit from the good provision in the subject. Their achievement is satisfactory.
139. Teaching and learning are satisfactory overall. As citizenship is delivered through a number of subjects and by different teachers, pupils experience a wide variety of learning styles and activities. The best teaching observed challenges and supports pupils well, and values their views. The knowledge they gain gives them confidence to analyse, and the openness of learning means that they discuss and debate productively. However, in some lessons pupils do not have enough opportunity to practise citizenship skills because teachers dominate too much. Complicated topics such as political systems are not always effectively pitched at a level that lower attaining pupils can really understand. Pupils record their work in citizenship logs during form tutor time. This is a useful basis for teachers to assess what has been covered, and for pupils to evaluate how well they feel they have done. It contributes to their record of achievement. However, at present there is no formal system that can measure equally all pupils' progress against the criteria of citizenship outcomes, using levels of expected attainment devised by the school.
140. Leadership and management are both good. There has already been one review cycle, which has promoted improvements in provision. Although monitoring of teaching and learning takes place systematically throughout the school, there is no focus in this process, as yet, which will ensure that citizenship delivery is consistent with current best practice. Pupils' views on citizenship have not yet been canvassed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
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).