

INSPECTION REPORT

STONEHILL HIGH SCHOOL

Birstall

LEA area: Leicestershire

Unique reference number: 120252

Headteacher: Mr Alan Baker

Lead inspector: Dr David Benstock

Dates of inspection: 12th – 15th January 2004

Inspection number: 258831

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 to 14 years
Gender of pupils:	Mixed
Number on roll:	772
School address:	Stonehill Avenue Birstall Leicester
Postcode:	LE4 4JG
Telephone number:	0116 2673384
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Eva Stott
Date of previous inspection:	September 1997

CHARACTERISTICS OF THE SCHOOL

Stonehill High School is an 11 - 14 mixed, comprehensive school, and is smaller than average. It is situated in Birstall, on the outskirts of Leicester, and the school admits pupils from outlying villages, the City of Leicester as well as the local area. The socio-economic background reflects a mixed range of family circumstances, but overall is below average. A significant number have little experience of higher education and experience social deprivation, but others are from advantaged backgrounds. The percentage of pupils eligible for free school meals is below average. Relatively few pupils leave or join the school at other than the usual time. The school is popular and oversubscribed. Within the school is a designated speech and language centre that serves Leicestershire pupils with statements of special educational need. Twenty-three pupils with speech and language difficulties attend the centre. The majority of pupils have white British heritage. The percentage of pupils who speak English as an additional language is higher than average, although only two pupils are at an early stage. The percentage of pupils identified as having special educational needs is around the national average and the percentage of pupils with statements, mainly for dyslexia, moderate learning difficulty or physical disability, is well above the national average. Standards on entry to the school overall in the core subjects of English, mathematics and science are broadly average. The school has awards for achievement, is accredited as an 'Investor in People' and in 2002 received the Sportsmark Award from 'Sport England'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20243	Dr D Benstock	Lead inspector	
9189	Mr J Horwood	Lay inspector	
30699	Mr A Kemp	Team inspector	Mathematics
3958	Mrs M Cawdron	Team inspector	English English as an additional language
30746	Mrs J Woolley	Team inspector	Science
32169	Mr R O'Hagan	Team inspector	Information and communication technology (ICT)
31129	Mr J Pickering	Team inspector	Art and design
15051	Ms L Kaufmann	Team inspector	Design and technology
22849	Dr R Catlow	Team inspector	Geography
15576	Mr D Nebesnuick	Team inspector	History
22953	Mr P Dacombe	Team inspector	Modern foreign languages
23308	Mr J Morrell	Team inspector	Music
18888	Ms J Boulton	Team inspector	Physical education Citizenship
32328	Mr N Donkin	Team inspector	Religious education
18261	Mr T Hill	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with very good features. It gives very good value for money. Standards are above average and achievement of pupils is good. The majority of pupils show good attitudes to school and the behaviour is satisfactory. Teaching and learning are good. There are effective procedures for the care of pupils and the leadership and management of the school are good.

The school's main strengths and weaknesses are:

- Achievement is good overall as a result of good teaching and particularly in the core subjects of English, mathematics and science. It is very good in art and design.
- Leadership of the headteacher is very good and there is a strong commitment to ensuring all pupils are included in school life.
- The provision for pupils with special educational needs and for pupils in the speech and language centre is very good.
- The provision for citizenship is unsatisfactory.
- Monitoring of teaching and learning and use of assessment in departments are inconsistent.
- There is good provision for pupils' welfare and support within a caring community, especially the induction of new pupils, but the procedures for the management of disruptive or oppressive behaviour are not consistently effective.
- Competence of pupils in using ICT across many subjects is below national expectations.
- The quality of the accommodation in science is poor.

Since the last inspection, the improvement in the effectiveness of the school has been satisfactory. Overall, Year 9 national test performance in English, mathematics and science has remained above the national average despite some year-to-year variation. The quality of teaching and learning has improved in most subjects except in ICT where standards remain too low. Attitudes to work are good and the school continues its efforts to minimise anti-social behaviour. Good progress has been made with school self-evaluation but inconsistencies in the monitoring of teaching and use of data remain. Spiritual awareness is improved after being identified as a weakness in the last inspection, but further opportunities for inclusion are needed in subjects.

STANDARDS ACHIEVED

Overall, achievement is good. Standards overall are above average. Pupils with English as an additional language achieve as well as other pupils in relation to their standards earlier in the school. Pupils who have special educational needs and those in the speech and language centre achieve very well. Boys and girls achieve equally well.

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils have attained similarly at the end of Year 6.*

In the national tests for Year 9 in 2003, the performance of pupils in mathematics and science was above, and in English it was close to, the national average. Compared with schools where the attainment on entry in Year 7 is broadly similar, overall standards were average; they were above average in mathematics and science and below average in English.

Pupils' attitudes to learning are mainly good although there is variability in the behaviour of a minority. **Pupils' spiritual, moral, social and cultural development overall is satisfactory.** Development of moral and social responsibilities in their contribution to personal development is good for all but a minority of pupils, mainly boys, who disrespect the needs or welfare of others. Attendance is good, and punctuality to school and lessons is satisfactory.

QUALITY OF EDUCATION

Overall, the quality of education is good. Teaching and learning are good. Assessment procedures are clearly established and use of assessment data is satisfactory. Assessment is very effective in modern languages. Teaching and learning in art and design are very good, reflecting the very good planning and engagement of pupils. The poor condition of science laboratories creates a barrier to learning. The provision for citizenship is unsatisfactory. Opportunities for extra-curricular activities are wide-ranging and well supported. The speech and language centre provides a valuable resource in serving the pupils with these specific special educational needs. The school has good provision for the care of all pupils, and there are good links with parents and the local community. Arrangements for induction of new pupils are very good.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The headteacher has a very clear sense of purpose. He provides imaginative and thoughtful leadership, ably supported by his senior colleagues. School self-evaluation is undertaken well but monitoring of teaching and use of assessment data in departments are inconsistent. Financial management is good. Governance is satisfactory and governors provide good support to the senior team. However, the statutory duty of the governing body to ensure provision of a daily act of collective worship is not fulfilled. Also, provision for teaching ICT is not made in all subjects and citizenship does not meet National Curriculum requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the school and supportive of its efforts. They feel the school has high expectations and they praise the arrangements to help new pupils settle in, but some concern is expressed about behaviour. Pupils appreciate the help and support from the staff, and recognise the good level of teaching.

IMPROVEMENTS NEEDED

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

- consistency in monitoring of teaching and use of assessment for learning;
- consistency in the management by teachers of difficult or disruptive behaviour;
- provision of citizenship for all pupils;
- standards of ICT in all National Curriculum subjects;
- accommodation in science;

and, to meet statutory requirements:

- ensure a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Standards at the end of Year 9 are above the national average and achievement of pupils is good. Overall National Curriculum test results have kept pace with the national trend. The standards achieved in citizenship and ICT across the curriculum are below national expectations.

Main strengths and weaknesses

- Pupils achieve well overall, especially in English, mathematics and science.
- Standards and achievement in citizenship are unsatisfactory.
- Standards are below average in ICT, but improving significantly.
- The 'value added' from Years 7 to 9 was well above that found in schools nationally in 2003.
- The attainment of boys and girls is the same, contrary to the national trend, where boys do not achieve as well as girls.
- Pupils achieve very well in art and design, and a number of more able pupils in the extra-curricular modern languages 'masterclass' achieve excellently.

Commentary

1. In the National Curriculum tests for Year 9 in 2003, the overall performance of pupils, as measured by their average point score, was above the national average. The percentage of pupils gaining the target Level 5 or higher was above average in mathematics and science, and close to average in English. Pupils enter the school with broadly average attainment in these core subjects and progress, therefore, has been good over the three years. The 'value added measure', which indicates the degree of progress, was well above that found in schools nationally. The overall attainment of pupils in 2003 was broadly average compared with schools having a similar range of attainment on entry in Year 7.
2. The performance of pupils overall in 2002 was similar to that in 2003 in comparison with national averages in mathematics and science, but was better in English. Standards in English have varied over the past four years and there has been a downward trend in attainment. The trend in results in mathematics and science, however, has been broadly in line with the national trend.
3. The overall performance, of boys and girls, in 2003 was broadly the same but, relative to national averages, the attainment of boys in comparison with girls was greater. The performance of boys relative to girls has increased over the past few years.
4. Standards seen in lessons and in the pupils' written work reflect those in the tests in general and are above average overall. The achievement of pupils from Years 7 to 9 is good. Pupils are achieving well in mathematics and science. They are also now achieving well in English as a result of the good teaching and commitment to support for pupils. Pupils generally achieve well but progress is not always as good for those of higher ability when the teaching is not well enough matched to the pupils' needs. This is noted in mathematics in Year 9.
5. Achievement is good in most subjects of the curriculum. It is very good in art and design. A small number of able pupils take French at GCSE in additional 'masterclass' lessons and achieve excellently. Achievement is currently satisfactory in ICT, but over the past two years it has been unsatisfactory due to staff recruitment difficulties. Standards in ICT are well below average in Year 9 but are improving. Overall in Years 7 to 9 they are below average but better, relative to expectations, in Years 7 and 8 than in Year 9, as the impact of new teaching styles becomes effective. Achievement is unsatisfactory in citizenship and standards are below

average. This has arisen due to the long-term absence of a member of staff and insufficient planning for continuity of teaching.

6. Across the curriculum subject areas, standards of literacy and numeracy are broadly average overall. Competence in ICT skills, however, is below expectations for the pupils' ages, and is due to them having insufficient opportunities in subjects to develop skills. Insufficient progress has been made in this aspect of the curriculum after being identified as an issue in the last inspection.
7. Pupils with special educational needs achieve very well in lessons when they are withdrawn for support that targets their literacy and numeracy special needs, which lie at the root of their general learning difficulties. Where they are supported in mainstream subject lessons they also achieve very well because of the high quality of support they receive from special educational needs teachers and teacher assistants, working in partnership with subject teachers. The special educational needs department is staffed with a well-informed and caring staff that enables pupils to improve their self-confidence and overcome their educational and personal barriers to learning. In lessons where support is not provided, teachers use the information and guidance in individual education plans (IEPs) to adapt their teaching methods to support pupils with special educational needs in accessing the National Curriculum, enabling them to achieve as well as other pupils in the classes.
8. Pupils who are gifted and talented achieve well overall, but there are significant variations between subjects. Pupils are identified well by ability tests and national test results in the core subjects, and school-based criteria in other subjects. Achievement of these pupils is particularly good in science, art and design and in modern languages, where the provision is advanced. Although extra provision is made outside normal lessons for the gifted and talented pupils in mathematics, higher attaining pupils in Year 9 in class are not always extended as much as they might be.
9. Pupils who experience specific difficulties in speech and language and communication achieve very well, because of the well-targeted specialist support of the committed and knowledgeable teaching and support staff in the Speech and Language Centre. The local authority speech and language therapist works directly with groups of pupils in the centre, giving quality support to both pupils and staff through knowledge and example. This raises the level of practical awareness of pupils with speech and language difficulties and enables those pupils to enjoy a high quality of teaching and learning that raises standards in the Speech and Language Centre. Evidence from National Curriculum tests at the end of Year 9 indicates significant gains in learning from Year 7.
10. Although the proportion of pupils who have English as an additional language is higher than in most schools, only two are at an early stage of language acquisition. There are no perceptible differences between the standards of the majority of those with English as an additional language and that of their peers. Achievement is good. Pupils are generally well motivated and make good progress across all subjects. Many are high achievers.

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

Standards in:	School results	National results
English	33.6 (35.3)	33.4 (33.3)
mathematics	37.5 (35.6)	35.4 (34.7)
science	35.6 (34.1)	33.6 (33.3)

There were 257 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Attendance is good with satisfactory punctuality. Behaviour overall is satisfactory. Pupils' attitudes to learning are good and the number of fixed-term exclusions is average for this type of school. The spiritual, moral, social and cultural development of pupils is good.

Main strengths and weaknesses

- Most pupils have good and often very good attitudes, relationships and behaviour.
- When bullying is identified through consistent application of the school policy, it is dealt with very well.
- Inconsistent management of pupils in a few lessons results in the inappropriate behaviour of small groups, mainly boys, affecting the learning of others.
- Pupils are willing to take responsibilities, such as participating in the school council.
- Moral and social development of pupils is good.

Commentary

11. Pupils are keen to come to school and most have good attendance records. The school's overall attendance figures are similar to the national average as are the levels of unauthorised absence but it has good systems in place to encourage attendance. The monitoring of attendance is very good within the school where the registration of pupils is carried out efficiently. Whilst punctuality is good most of the time, there is some lateness to registration periods and movement between lessons is not always purposeful.
12. Most pupils behave well but in some lessons a small minority present challenging behaviour and the teachers do not always deal with this consistently. There are good rewards and sanctions procedures in place to promote improved behaviour. The number of exclusions has been falling steadily and consistently over the past few years. Behaviour around the school during the inspection was good with pupils being polite and friendly but a significant number of pupils identified being bullied during the year. It is clear from school records that when bullying is identified it is well dealt with very quickly but pupil and parent comments indicate that the school is not always aware of it and that some staff tend to avoid the issue of 'low-level bullying'. Whilst the school has a high profile anti-bullying policy, the point at which staff intervene is not consistent. Pupils do not always have confidence to talk to staff in the knowledge that it will be dealt with discretely and systems are not in place for them to identify it anonymously. A strong feature of the school is the racial harmony that exists, with any racist comments well recorded and very well dealt with.
13. Pupils' spiritual development is satisfactory. The governors have not ensured that a daily collective act of worship takes place, although all pupils have a weekly assembly where they have the opportunity for reflection. Whilst pupils receive the required religious education provision, there are very few opportunities for reflection and this limits pupils' level of spiritual and self-awareness. The moral development of pupils is good, resulting from role models set by staff, the personal, social and health education (PSHE) provision and the promotion of racial harmony. Pupils understand right from wrong and the vast majority show respect and consideration for others. The cultural development of pupils is satisfactory as a result of curriculum studies, visits and visitors to school but the multicultural element is limited. The social development is good and this is clear from the interactions of pupils during the lunch break, when they sit, stand or play in friendly groups. Opportunities for responsibility and for contributing to school organisation are good with an active school council and in-class responsibilities.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.0
National data	7.2

Unauthorised absence	
School data	1.0
National data	1.1

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	653	24	0
White – Irish	2	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	8	4	0
Mixed – White and Asian	4	0	0
Mixed – Any other mixed background	11	0	0
Asian or Asian British – Indian	64	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	2	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
Parent/pupil preferred not to say	8	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

Overall, the quality of teaching and learning is good. Assessment procedures are in place and satisfactory use is made of data to support individual needs of pupils.

Main strengths and weaknesses

- Teaching and learning overall are good.
- The collaborative teamwork between teachers and teaching assistants in special educational needs leads to very good and, on occasions, excellent teaching and learning.
- The provision for the teaching of citizenship is unsatisfactory.

- The information and guidance to pupils on how to improve their work are inconsistent across departments.

Commentary

14. Overall, the quality of teaching and learning has improved since the last inspection, when there was a greater amount that was unsatisfactory. Both teaching and learning are now good in the majority of subjects and, together with pupils' good attitudes to work, contribute importantly to the good achievement of most pupils. During the inspection, teaching was found to be good in nearly two-thirds of the lessons seen, and very good in about one fifth. Teaching and learning in four per cent of the lessons observed were unsatisfactory often as a result of pupils making insufficient progress when a minority of pupils disrupts the class.
15. Pupils learn well in most subjects. Teachers have a good level of expertise that they use well to challenge pupils. They plan lessons to enable a variety of activities and, in most cases, make good provision for the range of abilities in a class. Support staff are used well to improve the learning of all pupils as well as those with any specific special need.
16. In the majority of lessons, pupils' attitudes towards learning are good and they respect the teachers' efforts to support them. In a minority of lessons, a few pupils cause disruption, but in general this is dealt with well by the teacher. However, there are occasions when behaviour is not managed well and learning is affected. Homework is used satisfactorily, although the quality of the work set does vary. Assessment and marking are satisfactory but there are inconsistencies between departments in the extent to which assessment is used to plan work or track the progress of underachieving pupils.
17. Teaching and learning are very good in art and design. They are good in English, mathematics, science, design and technology, geography, music, physical education and modern languages. Learning is satisfactory in all other subjects except citizenship, where it is unsatisfactory. Assessment is used particularly well in design and technology and also in modern languages to identify the specific needs of pupils. Assessment is virtually absent in citizenship, and its use in ICT and history and, to some extent, in mathematics, is underdeveloped so that pupils do not understand well enough about their progress or how to improve their work.
18. The quality of teaching of pupils with special educational needs is very good. Both special educational needs teachers and teaching assistants use their very good knowledge of the pupils and their command of teaching methods and resources to ensure that pupils achieve very well in lessons where they are supported. Teaching assistants work very effectively with subject teachers in most subject areas. Their support is most effective when they share lesson planning with the teacher and are able to use their skills, knowledge and experience to full effect to include pupils with special educational needs in the mainstream learning experience. Both special educational needs teachers and teaching assistants keep very good records of the progress made by pupils they support and use these records to review and adjust targets as appropriate. They are very positive in praise of pupils' achievements and manage lessons very effectively to normalise the experience of learning, so that pupils can more fully and effectively engage with the mainstream school and National Curriculum.
19. The quality of teaching and learning in the Speech and Language Centre is very good. Teachers and teacher assistants are very well qualified and regularly update their knowledge and understanding of speech and language difficulties through in-service and after-school training. The speech and language co-ordinator (SALCo) works with the speech and language therapist to provide training for teachers and teaching assistants in conjunction with the local education authority. Staff have had specialist training for the teaching of pupils with speech and language special needs at a local university. All staff in the Speech and Language Centre know the pupils very well and have excellent relationships with them. This leads to confident, enthusiastic teaching that ensures that communication needs are very effectively met, raising

pupils' self-confidence and their ability to function effectively in mainstream lessons. Records show that the re-integration programme works well through Years 7 to 9. Two pupils have been successfully integrated into a full mainstream programme in the upper school over the past two years. Through the individual programmes devised by the speech and language therapist and SALCo, pupils are able to confront their difficulties in the caring environment of the Speech and Language Centre, gaining confidence in basic learning skills and in communicating their ideas and feelings to others in appropriate and effective ways. In an exemplary lesson seen during the inspection, the close, enthusiastic teamwork of teacher and teaching assistants led to very good achievements. Lesson planning has assessment criteria built in, enabling a close watch to be kept on pupils' progress over time. Very good records are kept and pupils know how well they are doing in lessons.

20. No special arrangements for the teaching of most pupils with English as an additional language are thought to be necessary, apart from the two early stage learners who receive one session a week from a peripatetic teacher. This has not been frequent enough to enable them to make satisfactory progress in writing, although their speaking and listening skills are sound.
21. Assessment procedures are good in many subjects. Data analysis is carried out by senior staff and is provided for departments. Assessment is used sufficiently to track achievement in the core subjects and also in other subjects to indicate broadly what the pupils achieve. Assessment is more thorough and is used constructively in design and technology, modern languages and in the special educational needs departments. Good use is made of pupil self-assessment by some departments, including science, design and technology, mathematics and modern languages.
22. The use of assessment to respond to pupils' individual needs and their understanding of how they can improve are satisfactory. Target setting and the use of this to monitor achievement are good in design and technology and the special educational needs department but is under developed in ICT, history and citizenship. Although marking is completed regularly in most subjects, there is sometimes a lack of explanation as to how the pupils can improve. Good use is made of non-statutory external tests. Assessment is not yet consistent across the school.

Summary of teaching observed during the inspection in 107 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (4)	18 (16)	44 (41)	37 (34)	4 (4)	0	0

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

The curriculum

The curriculum is broad and provides well for pupils' needs and requirements. Very good provision is made for pupils with special educational needs and provision for PSHE is good. All pupils have equal access to the curriculum. Extra-curricular activities and opportunities for enrichment are good. Resources are adequate but overall accommodation is unsatisfactory.

Main strengths and weaknesses

- A broad curriculum with equal opportunities for all promotes good achievement.
- Provision for pupils with special educational needs and the provision for pupils who hold statements for speech and language are very good.
- Accommodation is unsatisfactory in science resulting in limitations on activities.
- The 'Haven Club' for both social development and support with homework for pupils with special educational needs is excellent.

- Extra-curricular activities and enrichment opportunities for learning outside the school day are very good and broaden pupils' experience.
- The lack of dedicated citizenship lessons in Years 7 and 8 and the absence of citizenship in other subject lessons result in the school not complying with National Curriculum requirements.

Commentary

23. The school provides equal access to a good range of worthwhile curricular opportunities. Statutory requirements are met with the exception of collective worship, ICT across the curriculum, use of ICT in art and design and the lack of dedicated citizenship lessons in Years 7 and 8. Most subjects receive the recommended teaching time allocation. In Years 7 to 9, the curriculum is supplemented by religious education and PSHE. The PSHE programme is good both in terms of its planning and the quality of teaching, but provision for citizenship and its delivery across the curriculum is unsatisfactory. Pupils learn French from Year 7 and the more able linguists sit the GCSE French examination in Year 9 achieving above average grades. Opportunities to study Spanish have been recently introduced. The school manages innovation very well, with some pupils attending courses outside the normal curriculum at other venues in the county, for example, out of hours study centres and curriculum links with a College of Further Education. The National Key Stage 3 Strategy has been introduced in English, mathematics, science and ICT and is having a positive impact on standards. The strategy is now being extended to other subjects. Although the ICT strategy is not at present well co-ordinated across subjects, pupils' ICT skills have improved since the last inspection because of improvements in resources and changes in staffing.
24. The school provides a very good range of extra-curricular activities that considerably enrich pupils' learning and extend their achievement. In addition to the many school clubs, there are regular visits, field trips and visits abroad. There are particularly high participation rates in sporting activities and pupils perform to high standards. A brass ensemble, orchestra and recorder group meet regularly and participate in regular concerts.
25. The curriculum provision for pupils with special educational needs is very good. Individual education plans are clear and the targets set for pupils are appropriate and achievable in the time between termly reviews of those targets. Both pupils and parents agree the targets and take part in the review of IEPs. Subject departments vary in the use they make of IEPs, with more successful departments drawing up a subject-specific target that utilises the specific skills and resources that can be provided by the department to support the needs of pupils on the special educational needs register. Specialists devise individual computer programs, based on test information. Where there are specific learning needs, such as dyslexia, physical impairments or emotional and behavioural difficulties, the special educational needs department is able to call on outside agency support, or utilise the very good training that special educational needs staff have had in the management of a broad spectrum of pupils with special educational needs. The paired reading scheme is a provision that has been running very successfully for several years; test information indicates some substantial gains in reading ages between Years 7 and 9. Pupils with special educational needs are mentored individually, as appropriate. The 'Haven Club' is a particularly popular and successful extra-curricular provision in the support base. It is part social club and part homework club and is run very effectively by the senior teaching assistant.
26. Learning resources in the school are satisfactory. There is a modern, reasonably well-appointed library, which enables good opportunities for independent learning. However, in some subjects the range of textbooks is currently limited as the school is updating its stock. Resources in ICT are good overall although there are shortages in some subjects, particularly art and design, science, music and physical education.
27. Accommodation overall is inconsistent in quality. Many parts of the school are bright and form a pleasant environment in which to work. Much is well cared for and well decorated.

Accommodation for special educational needs is good apart from a lack of office space. Areas such as mathematics benefit from suited rooms that enable collaborative work. However, accommodation in science is unsatisfactory. Laboratories are in need of urgent refurbishment. Two rooms are too small so that activities are severely restricted. In physical education, the changing rooms are dilapidated.

28. Staffing is satisfactory overall in meeting curriculum demands. In most areas well-qualified teachers teach with flair, resulting in pupils' enjoyment and good achievement. In a minority of subjects, such as citizenship, teachers are non-specialist, resulting in lower standards of achievement and behaviour. It is hoped that this will be rectified when the subject co-ordinator returns to her duties. Support staff make a good contribution to pupils' learning. Dedicated time is set aside each week for support staff to work with teachers on the match of planning to the needs of the pupils. In practical areas, technicians give good support to teachers, which aids pupils' learning.

Care, guidance and support

The school takes good care of its pupils throughout the school. The provision of support, advice and guidance based on monitoring is good. Systems to involve pupils through seeking, valuing and acting on their views are very good.

Main strengths and weaknesses

- The pastoral care is good within a caring environment as a result of effective tutor systems, welfare support, mentoring and supervision throughout the day.
- The school ensures the health and welfare of pupils, has good medical facilities and has the required child protection procedures in place.
- Whilst risk assessments are carried out for all activities, the school has not had professional advice and guidance on a whole-school basis.
- The school has very good induction arrangements for new pupils.
- Systems for pupils to be involved in the operation of the school, for example through the school council, are very good.

Commentary

29. The school has good procedures in place for child protection and ensures that all staff are aware of requirements. The child protection officer is named in procedures. The school works well with external agencies and has systems in place to support children who are in the care of the local authority. A strong feature of the school is the way it follows up absence to ensure the safety and welfare of the pupils. If a pupil fails to arrive at school and notification is not received, the school will telephone parents early in the day to confirm the pupil's safety; every effort is made to contact parents.
30. The health and safety officer, who is also a governor, carries out regular health and safety inspections. The school carries out regular fire drills, and records of equipment safety checks are comprehensive. Risk assessments are carried out for school visits in accordance with local authority procedures. Whilst there are no obvious health and safety issues around the school the school does not have a whole-school risk assessment on which to base the annual health and safety inspections and these are not carried out by qualified health and safety inspectors.
31. The school has a well-structured pastoral system where tutors know the pupils well and have good information about their academic progress to enable them to give well-informed guidance. The provision of PSHE is provided in specific periods each week and delivered by the class tutors; this, together with the twice-daily contact at registration, enables relationships to be developed.

32. The school has good links with the main feeder primary schools as well as good arrangements for transfer of pupils to the adjacent upper school. As well as the visits to the school by Year 6 pupils, the staff from Stonehill visit the main feeder primary schools to facilitate transfer; parents are fully involved in the process and can visit the school and talk to tutors. The majority of pupils will transfer to the adjacent upper school and staff from there visit both individual classes and the year assemblies to facilitate the options selection process.
33. Pupils have very good opportunities for being involved in the school through the well-established school council, which meets twice a term. Members are elected by their peers and meetings are attended by members of the senior management team and by the chair of governors. There are formal opportunities for feedback to the tutor groups.

Partnership with parents, other schools and the community

The school has good links with parents and with the community. Links with other schools are very good for a school with this limited age range of pupils.

Main strengths and weaknesses

- A good partnership with parents which is being well supported by school initiatives such as the appointment of a parent partnership co-ordinator.
- A very good partnership with other schools as a result of well-planned induction processes.
- Support and involvement in the school by parents of pupils with special educational needs.

Commentary

34. Parents are generally supportive of the school, although some have concerns with several aspects. Seventy-eight per cent of parents returned the questionnaires. A significant number of these were concerned about the lack of information about progress and about how they can help their children at home. Nineteen per cent of parents also thought there was insufficient consultation with parents about school matters. They also identified some bad behaviour and some bullying within the school. Whilst concerned about the lack of information on progress they were very pleased with the actual progress made in the school where the staff work hard and teaching is good. The concerns raised by parents, both individual and from the questionnaires, were considered during the inspection and contribute to the findings in the report.
35. The information on progress comprises a good report each year supported by a parents evening. Parents also receive a good-quality combined prospectus and governors' annual report for the school, together with informative weekly newsletters. Pupils' planners are provided to allow parents to monitor homework and to communicate with the school. The effectiveness is limited because there is inconsistency in its use by staff and parents. The school has a parent-teacher association, which raises funds and holds social functions. To demonstrate the commitment of the school to involving parents, a parent partnership co-ordinator has been recently appointed.
36. The school has good links with the local community, which support the curriculum through both visits out of school and through visitors and mentors coming into school. As well as sporting links with the local community there is a strong link with the police who come into school both to provide advice and to improve local liaison. The school is a significant local employer for its non-teaching staff and pupils are keen to support local charities as well as the national ones.
37. The school has very good links with other educational establishments. The school is part of a family of schools in the local area and is developing further links as it develops the alternative curriculum with other local colleges. The school is also a partner in the Warwick University

School of Excellence. The real strength is its links with the primary schools where there is good interaction.

38. The Learning Support Base (LSB) maintains very strong links with parents of pupils with special educational needs. The centre staff offer an open access for parents; parents make very good contributions to annual reviews of statements of special educational needs, and to the setting up and reviewing of targets in IEPs. The special educational needs co-ordinator (SENCo) manages these links very effectively. She has also developed and sustained very good links with feeder primary schools and the partner upper school to ensure continuity of provision for pupils with special educational needs. Parents of pupils with special educational needs are fully involved with the review process and also contribute well in supporting the learning of the pupils in school.
39. The Speech and Language Centre enjoys excellent relationships with parents. They are invited to the centre before the admission of their children and are given regular, very good quality reports on their children's progress. They make effective contributions to the annual reviews of their children's statements and are kept in touch through both formal and informal contacts. The annual residential course at Aberglaslyn is a very successful social and personal learning experience for all pupils with speech and language difficulties.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and governance is satisfactory.

Main strengths and weaknesses

- The headteacher provides thoughtful, imaginative leadership.
- Managers provide good role models, promoting inclusion and high expectations.
- The self-evaluation review programme is an effective vehicle for continuous improvement.
- Strategic development planning lacks rigorous monitoring and evaluation.
- Careful management secures best value from the school's scarce resources.
- The leadership of special educational needs and of the Speech and Language Centre is very good.

Commentary

40. The headteacher provides very good leadership to the school community. He has a high profile around the school, embodies the inclusive ethos and is highly regarded. He provides a strong sense of direction and has been the driving force behind improvements since the last inspection. He is well supported by a knowledgeable and experienced senior management team. They provide good role models and have initiated training to improve the skills of middle managers, although further development is necessary to ensure consistency across departments. Leadership is good throughout this harmonious school and teamwork is prominent. Innovative ideas are welcomed, such as the master classes in French, the Speech and Language Centre residential and current proposals for an intranet portal for parents and an alternative curriculum for Year 8 pupils. The school's strengths and weaknesses are audited through the school's self-evaluation review programme. On a rolling two-year cycle, the school's leaders scrutinise the work of each department through examination of performance data, interviews, classroom observations and meetings. Each one results in a comprehensive report identifying good practice with clear, concise suggestions for improvement. This is an important development and a mechanism for continuous growth.
41. Overall management is satisfactory. The school's priorities are reflected in the performance management and professional development of staff. Non-teaching staff are well integrated and used well, although a comprehensive appraisal system has yet to be established. The annual school development plan has strengths and indicates how priorities are to be realised, but responsibilities are not always clear and many of the activities are not costed. Although the

plan is reviewed twice a year, monitoring procedures lack rigour and the well-chosen criteria for judging success are not routinely used for subsequent evaluation.

42. The SENCo is very experienced and well qualified to manage the provision based in the Learning Support Centre. She gives very good, clear and well-informed leadership to her staff and has the trust and respect of mainstream teachers in her efforts to support pupils with special educational needs. She keeps excellent records of pupils' progress, starting with information gained from contact with primary feeder schools (which includes attendance at Year 6 annual reviews of statemented pupils), and going through to records that are passed on to the partner upper school, as appropriate. The lack of discrete office space makes management tasks difficult and hinders the necessarily confidential meetings that are needed with parents, pupils and outside agencies. Her support staff are also very experienced and have benefited from a very good programme of in-service and twilight training, alongside mainstream teachers. The SENCo herself leads much of the training for school staff. The special educational needs provision has made a good improvement since the previous inspection; it remains a resource that is very effective and valued by teachers, parents, and pupils.
43. The school manages the Speech and Language Centre as a resource for the local authority. It focuses on pupils who have a statement of special educational needs which states the priority of need in speech, language and communication. The SALCo gives a very high standard of leadership to the Speech and Language Centre; she is an excellent role model for both pupils and staff. She has a clear sense of direction for the work of the centre and leads a very well trained and experienced team of teacher assistants whose work is valued by the authority and the school. Under her direction, the centre has made a good improvement since the previous inspection. The location of the centre in the school brings benefits to the school as a whole in terms of training, expertise and resources. The reintegration programme into both the high and community college is managed very effectively, which requires a very good level of collaboration between schools and the centre. The centre is monitored regularly and effectively, with an annual self-evaluation presentation to the headteacher and governing body.
44. There was no monitoring of ethnic minority achievement at the time of the last report, but a short-term project has been funded recently to collect data, analyse results and link with parents and key staff. Preliminary findings suggest that pupils in the largest ethnic group are achieving well in core subjects. It is intended that the co-ordinator will eventually make recommendations concerning those who are at a later stage of language development but who may need further language support.
45. The performance management of teachers is good and embedded into the school's systems. Team leaders are well trained and teachers see benefit in the process. The continuing professional development co-ordinator reports to the senior management and governors on the overall impact of training. The school has successfully initiated workforce reform, and performance management is being developed for non-teaching staff. The school provides good access to professional development. Training needs are linked to the school development plan. Staff value in-house training. The inconsistent return of feedback forms by staff following external training means that there are some missed opportunities in sharing information and ideas acquired across all departments.
46. Induction is good and new teachers value the well-planned calendar of events throughout the year. The school has links with local universities and provides support for their initial teacher-training courses; several departments take part in the programme. The school's work in recruitment, retention and deployment of staff is good. Workforce reform is at an early stage of development but action is being taken to implement the recommendations.
47. Governance is satisfactory. The work of the governing body is well co-ordinated by the experienced chair, and through its quality and resources committees it discharges its main responsibilities effectively. Governors are kept up to date through extensive reports of work

completed and in progress, to which heads of department and other co-ordinators contribute regularly. They are not closely involved in prioritising and planning at an early stage, however. They give good consideration to performance and financial data and appreciate the main strengths and weaknesses of the school, supplemented by occasional formal visits to parts of the school. They have confidence in the school's leaders and offer good support. They also challenge proposals that are not well reasoned. However, they are not greatly involved in the self-evaluation programme and do not routinely consider the outcomes. The headteacher's performance management is conducted well. The school does not provide a daily act of collective worship, and has not reported pupils' progress in ICT to parents for the last two years owing to staff absence and long-term illness.

48. The registrar, who is a member of the senior management team, ably manages the school's finances. The principles of best value are applied very well and, although the school's income is below average, careful management enables it to stretch further. Past expenditure patterns are used to aid budgetary projections. The relatively large surplus held at the end of the last financial year has been used wisely to refurbish art and design and design and technology facilities. However, school development planning is not linked clearly enough to budget setting and the governors' resources committee does not routinely monitor end-of-year balance projections.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,887,570
Total expenditure	1,869,201
Expenditure per pupil	2,421

Balances (£)	
Balance from previous year	87,071
Balance carried forward to the next	105,440

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGE 3

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Performance at Level 5 and above is very high in relation to similar schools.
- High attaining pupils are not always challenged by the work set.
- Pupils achieve well as a result of thorough, well-planned teaching.
- Good leadership and management have helped to create an effective team.
- Good teaching could be further improved by more frequent observations and monitoring.

Commentary

49. Overall standards achieved by the end of Year 9 are above average, although test results have fluctuated significantly since 2000, with the resulting trend slightly below the national average. The most recent decline in results is mainly due to inexperience on the part of the team. In 2003, test results were in line with those in similar schools. The proportion gaining Level 5 and above was very high but, in comparison with mathematics and science, not as many reached the highest levels. Overall, girls did better than boys. However, boys' achievement exceeded the national average.
50. Current standards are above average and represent good achievement. Pupils are articulate and confident speakers, although they lack practice in making formal presentations to an audience. They generally read fluently and frequently with appropriate expression, whilst the majority writes in well-ordered paragraphs with a good standard of accuracy. There is some good imaginative writing, but few opportunities to write at length. A small proportion of weaker pupils writes with poor handwriting and low regard for accuracy.
51. Pupils' good achievement is seen as they extend the range of their writing. They experiment with different styles and develop sound analytical skills as a result of working on topics as diverse as war poetry and advertising. They are helped to improve by detailed marking, by clear explanations of National Curriculum levels, and by mark sheets that enable them to chart their progress. Pupils with special educational needs achieve well as a result of the good support they receive and the materials designed to guide their writing. The majority of pupils with English as an additional language are not early stage learners; most achieve as well as, and sometimes better than, their peers.
52. The quality of teaching and learning is good. Teachers have collaborated to produce new long-term schemes of work. As a result, lessons are well planned and teaching is thorough. Learning objectives are explained at the beginning of lessons and reviewed at the end, so that pupils understand what they are doing and can reflect on their learning. Pupils' interest is maintained by lessons with a good pace and a varied programme of activities. Topics of local significance, such as the opening of a new theme park, enable pupils to develop their skills in a realistic context. Resources are used imaginatively. When teaching is less successful, it is often because of occasional weaknesses in the management of behaviour, which means that boisterous, noisy behaviour disturbs concentration. Overall, there is a lack of challenge for very high attaining pupils, who sometimes are given undemanding tasks, including homework that is too easy for them.

53. Leadership and management of the department are both good. The head of department has created an effective team in the short time she has been in post, new teachers are well supported and the National Literacy Strategy is being conscientiously implemented. Whilst the head of department is a good role model, there are few opportunities for teachers to observe each other and for good practice to be shared.
54. There have been many improvements since the last inspection and improvement has been good overall, not least in the response to national changes, in the creation of new resources and in the establishment of an effective system of assessment. Pupils' computer skills are being developed with the help of a dedicated ICT room for departmental use.

Language and literacy across the curriculum

55. Standards of literacy across all subjects are satisfactory overall, and good in English, design and technology, science and geography. Pupils give articulate explanations, in mathematics for example, and there are good standards of discussion in science. Most pupils read with at least satisfactory understanding and develop a working knowledge of subject-specific vocabulary. Few subjects offer opportunities for writing at length, although this happens occasionally in geography as well as in English.
56. Most, but not all, subjects take the development of literacy into account in their planning. There are strengths in design and technology, where teachers encourage language development, but weaknesses in ICT, where literacy is not yet part of lesson planning. A task group led by the recently appointed literacy co-ordinator is focusing on improving the writing skills of higher attaining pupils - an appropriate target. There is a lack of consistency across departments in the extent to which they incorporate language and literacy development into their teaching. The school policy is in need of updating and its implementation monitored.

Modern foreign languages

Provision in modern foreign languages is **good**.

- Pupils reach above average standards in French.
- The early morning 'masterclasses' for talented pupils are very good and pupils who take GCSE French achieve excellently.
- The extra-curricular visits are very effective.
- Good leadership and management since the last inspection have improved standards.
- There is still not enough consistency in the overall quality of lesson planning and teaching.
- There are not enough opportunities for pupils to engage in creative tasks.

Commentary

57. Standards seen are above average. Pupils develop good listening skills and also build up their writing skills progressively. By Year 9, the majority of pupils are able to use a mixture of tenses, for example writing about holidays at some length and with a good degree of accuracy. Results from pupils in the early morning 'masterclasses' who have entered for GCSE over the past few years are well above the national average.
58. Overall, pupils achieve well as a result of good teaching. Teachers have a good knowledge of the National Curriculum levels and pupils are encouraged to progress through these and achieve well. The achievement of pupils with special educational needs is satisfactory. Relatively large class sizes sometimes make it hard to provide individual help. The achievement of pupils in the 'masterclasses' is excellent as they gain knowledge and understanding very quickly in the highly-focused sessions.

59. Overall, pupils' attitudes are good. Pupils in Year 7 have very positive attitudes to learning French as do those in the Year 9 extra classes. Elsewhere, the behaviour of a small number of pupils, mainly boys, detracts from learning for some of the time.
60. The quality of teaching and learning is good. Attention is paid to all four skills and listening skills are built up progressively. In listening and writing, pupils are helped to do their best with the use of open-ended tasks matched to National Curriculum levels. This motivates pupils to improve their work and reach the next level. Homework is used well, especially with older pupils. Pupils' pronunciation is good when repeating after the teacher, but a lack of systematic attention to helping pupils pronounce written French accurately, especially when working individually or in pairs, hinders progress. There are insufficient opportunities for pupils to speak at greater length.
61. The quality of leadership and management is good. Compared to the previous inspection the quality of teaching has improved and standards have risen. Assessment procedures are now very good and based on a thorough understanding of National Curriculum levels. This is supported with helpful self-assessment by pupils. The long-standing and distinctive extra-curricular visits continue to be very popular, supporting language learning well and also pupils' social, moral, cultural and spiritual education. On a day-to-day basis, more time needs to be found to further improve the consistency and the overall quality of lesson planning and teaching. There is insufficient use of opportunities for pupils to engage in creative tasks. Overall, the provision in modern languages has improved well since the last inspection.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good as a result of good teaching.
- Leadership and management are good and teamwork is an effective feature of the department.
- Assessment procedures are thorough but sharing the information with pupils is insufficient.
- Not enough use is made of ICT to assist pupils with their learning.

Commentary

62. Results in the 2003 National Curriculum tests at the end of Year 9 were above national averages and well above when compared to schools with a similar intake. Pupils' achievement is good. Standards seen during inspection are above average and are in keeping with recent trends. Achievement of some high ability pupils is less marked, for example in a Year 9 class, where teaching techniques dominated discussion rather than uncovering underlying numerical relationships. Occasionally, large class sizes impede progress, especially where they are lower attaining pupils.
63. Teaching and learning are good. Teachers plan their work meticulously and engage pupils through effective rapport. Attitudes of pupils are generally good; where behaviour is challenging, teachers are usually effective at preventing confrontation and maintain high expectations. Teachers follow the guidance of the National Numeracy Strategy well. A particular strength is the way they start the lesson with varied activities followed by sharing learning objectives which sets a positive tone to the lesson. Pupils with special educational needs achieve well, through reinforcement and incremental challenge. They are particularly well targeted in mixed-ability situations, and teaching assistants work diligently, are knowledgeable about pupils and maintain up-to-date records about needs and progress. Gifted and talented pupils are clearly identified but little evidence was seen of any extra work to support their needs. Overall, the teaching follows a very well organised pattern, is consistent but lacks flair.

64. Leadership is good which encourages collective responsibilities and effective teamwork. All departmental documentation is thorough, well managed and awareness of pupils' needs is good. Weaknesses are acknowledged and both the use of assessment data and ICT are within the department development plan. Standards since the last inspection have improved in line with the national trend. Good improvement has been made since the last inspection.

Mathematics across the curriculum

65. Although the National Numeracy Strategy has been implemented well in terms of the mathematics lessons themselves, the school has not planned systematically the development of numeracy into other subjects. The use of mathematics in ICT is underdeveloped. Science provides incidental instances, which include graphical work, scrutiny of data and use of hypotheses. Venn diagrams were used in geography as a means to distinguish population variation. Support for mathematics in design and technology is good and is effectively planned within the schemes of work. There is clear evidence in many lessons of the use of calculations and measurements in electronics, food and design planning to develop numerical skills.

SCIENCE

Provision in science is **good**.

- The attainment of pupils is above the national average.
- Achievement is good.
- Teaching and learning are good.
- Monitoring of teaching and sharing of good practice are not fully developed.
- Accommodation and resources for science are unsatisfactory.

Commentary

66. For the last three years, results in national tests at the end of Year 9 have been above the national average. Performance of boys was well above the national average and that of girls was above the national average.
67. The standard of work seen was above the national average both in lessons and in the pupils' writing. In Year 9, the highest attaining pupils describe the requirements for photosynthesis and explain the difference between particles, atoms and molecules. The achievement of all pupils is good. The pupils join the school as average and they make good progress by the end of Year 9; this is due to a well-planned sequence of lessons and the teachers' high expectations.
68. Teaching and learning are good overall with some teaching that is very good. One excellent lesson was observed. Lessons are well planned and draw on the good knowledge and skills of the team. A range of teaching styles is used, including audio-visual and group work; however, there is still an over-reliance on worksheets. Pupils with special educational needs are well supported by classroom assistants who know their needs in detail. The department organises suitable materials for these pupils, enabling them to make good progress. Pupils' attitudes are very good and behaviour is good as a result of the challenging and interesting styles of teaching. The majority of pupils are hardworking and productive. They enjoy and respond well to practical work and opportunities for independence.
69. In the most effective lessons, the teachers demonstrate good classroom management skills, give clear expositions and have an enthusiasm for their subject. In these lessons, relationships are good and the atmosphere is conducive to learning. Teachers have high expectations of all pupils, especially the lower attainers. Science investigations are carried out with the opportunity to complete a full, guided piece at the end of Year 9. This work is passed to the next school so that continuity is achieved. Technician support is effective. In some lessons

observed, the activities were rather mundane and extension work for the able did not deepen the pupils' understanding sufficiently.

70. The department improves the pupils' literacy skills by developing key words for spelling and vocabulary; however, the opportunities for extended writing are limited. Pupil presentation skills are well developed and are a result of high expectations by the teachers. Numeracy is not targeted so rigorously. The use of ICT in science lessons is unsatisfactory, being restricted by the lack of suitable equipment and resources. There are opportunities to develop spiritual, moral, social and cultural and citizenship aspects but these are yet to be formalised. A variety of assessment techniques are used, including end-of-topic tests. Pupils are aware of their National Curriculum levels but need more detail on how they can improve. Use of 'value-added' data for monitoring of progress has yet to be developed effectively. Homework is set but it is not consistent in regularity or quality of task. Extra-curricular and enrichment activities are limited; however, booster classes have been a notable success.
71. Leadership and management are satisfactory. Good internal self-evaluation has been carried out, although the monitoring of teaching and sharing of good practice is limited. Teamwork is a strength of the department and has helped make the unusual head of department rotation a success. Planning for improvement is completed corporately but is underdeveloped with no reference to financial costings. Accommodation and resources are unsatisfactory. The laboratories are old and lack storage facilities. Two are in a far part of the school, making servicing difficult and are small for some of the larger groups.
72. Improvement since the last inspection is satisfactory.

An example of exemplary practice in Year 9 science

In this lesson, a variety of resource materials were used to develop pupils' enquiry and collaborative skills.

Over several lessons, pupils had been carrying out an enquiry task related to environmental chemistry. The lesson began with a brief, lively target-setting activity that highlighted the need for pace and quality of final product. Pupils were put into groups by the teacher and then collected their apparatus and task card. Each group had a different enquiry involving research for information from a book collection and an experiment. The resources for the lesson were very well organised. The teacher circulated, asking probing questions and drawing out the key points of the activity and extending the pupils' knowledge. An additional teacher supported pupils with a wide variety of special educational needs very well. All pupils worked enthusiastically in their groups and were highly productive. Tasks were shared within the groups and several pupils showed good leadership skills. At the end of the lesson the teacher held a plenary in which work was held up and discussed. Comparisons were made between the work from the previous lesson and this lesson and praise was given to those pupils who had shown improvement. The pupils made considerable gains. The teacher's expectations for high standards of behaviour, participation and output were responsible for quality work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The department is improving rapidly with good teaching and incisive leadership.
- Assessment is not used sufficiently with National Curriculum criteria to support achievement and is unsatisfactory.
- Homework is not used regularly to extend pupils' learning.
- Pupils in Years 7 and 8 respond well to new schemes of work.

Commentary

73. On entry to the school, pupils' skill levels are below national expectations. The standard of work in the school is below average overall. In Year 7, it is average, in Year 8, below average and, in Year 9, well below average. The main reason for this is that until September the school had suffered two years of acute staffing difficulties during which, although the pupils attended ICT lessons, they neither received regular or specialist teaching, nor followed a coherent scheme of work in ICT. The consequences are evident in the unusually low level of skills of Year 8 and especially Year 9 pupils, despite the rapidly improving situation since September. Pupils' skills are consistently better in using ICT to exchange, share and present information whilst poor in modelling, data handling and using ICT to control mechanisms. In relation to prior attainment, achievement is satisfactory overall, and good in Year 7. Talented pupils achieve least well because they are not set work that is sufficiently stretching.
74. The quality of teaching is now good, although satisfactory in Year 9 where pupils' attitudes are also less good. Strengths include good-quality lesson planning, skilled use of the school's two interactive whiteboards, the way pupils are drawn in and engaged in their learning and the constructive use of pairwork. However, homework is not set regularly, it is commonly undemanding and there are insufficient opportunities for pupils to use their initiative and experiment with the technology.
75. The use of assessment is unsatisfactory. Although pupils receive constructive feedback when work is marked and a progress tracking system is now in place, their work is not yet assessed according to National Curriculum criteria and teacher assessments have not been completed in Year 9 for the last two years, contravening statutory regulations. Pupils' learning is satisfactory overall and good in Year 7. Like achievement, learning remains less effective amongst those pupils in Years 8 and 9 who fail to benefit fully from the good teaching; their skills held back by the very low level of their accumulated subject knowledge.
76. Over the past two years, the department has experienced some turbulence, resulting from the ill health of the head of department. This resulted in a decline in the opportunities for pupils. Despite the changes brought about by the new head of department, improvement has been no better than satisfactory since the last inspection. Leadership is much better, but standards and pupils' capacity to work independently have barely improved.
77. The recently appointed head of department is imaginative and experienced. He has brought vision, vigour and a resolute determination to succeed; leadership is very good. Management too is good, and astute strategic planning ensures the many historical weaknesses are being addressed with rigorous prioritisation. Procedures for monitoring and evaluating teaching remain undeveloped, however, and opportunities for team members to see and share best practice are rare.

Information and communication technology across the curriculum

78. Pupils have insufficient opportunities to practise and develop their skills in ICT in other subjects. The situation has not improved noticeably since the last inspection when it was identified as a key school weakness. Although the number of computers is above average now, they are not well distributed to encourage use by departments and many lay idle. The main room set aside for class teaching is cramped, with insufficient computers for a typical class. The school operates two networks with different operating systems, and departments do not have ready access to technical support. Teachers, therefore, are reluctant to experiment and the good skills of some are not exploited. All pupils use ICT in English and science but, elsewhere, pupils' experience is haphazard. The school has no plan identifying departments' responsibilities, ICT rarely features in schemes of work and no audits plotting existing provision or teachers' skills have yet been completed. The school has imaginative ideas for developing e-learning and an intranet has been established, but its use to support pupils' learning is at a very early stage.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Good teaching results in pupils' good achievement.
- Teaching assistants provide good support for pupils with special educational needs.
- Resources are used effectively.
- Fieldwork needs extending so that it can further reinforce what is learnt in the classroom.
- Assessment does not always give clear guidance on how to improve.

Commentary

79. Standards in geography are above average overall. Most pupils make good progress when compared with standards on entry.
80. Achievement in geography is good, with girls making the most progress. The higher attaining pupils take the opportunity to achieve well and are frequently challenged, particularly when the work is differentiated. The lower attaining pupils also achieve well, particularly when supported. Although the achievement of many middle attainers is good, a significant number does not achieve well because they do not always keep on task and this reduces the opportunity to progress. There is little difference between the levels of achievement of ethnic minority pupils and those with similar ability.
81. Pupils have a good knowledge of the physical and human environment, a feature that was starkly demonstrated by Year 9 classes who were studying earthquakes and volcanoes. Pupils demonstrate an increasing skill in accessing, analysing and classifying information and show empathy for people in other environments. They work well together in their groups or pairs to discuss their ideas but their skills in using computers are not so well developed.
82. The quality of teaching and learning is good. A strong feature of the teaching is the challenging start to each lesson, often using skilful questioning, followed by the use of a range of activities using specially prepared resources. Learning objectives are shared with the class and frequently used in the plenary to check learning. The lessons are inclusive, involving all members of the class. Most abilities are challenged to think about the changes to the environment and the effects of such changes. Marking of work is regular but pupils would benefit from further guidance about how work could be improved. Behaviour is generally good but some pupils need to be encouraged to keep on task.
83. The leadership and management in geography are good. The teacher in charge has a clear vision about the direction he wishes to take the subject. The strong teamwork and monitoring are maintaining high standards and giving all pupils an opportunity to make good achievement. Resources are generally good but there is a need to have access to a greater range of textbooks. Fieldwork needs to be extended to further reinforce what is learnt in the classroom. There is still insufficient use of computers in teaching which could add a further dimension to teaching and learning. Improvement since the last inspection has been good.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There is a good range of fieldwork activities that support the development of enquiry and research skills.
- The match of work does not always provide sufficient challenge for all pupils.
- There is a satisfactory range of assessment tasks that strengthen different historical skills; however, the National Curriculum levels are not yet widely shared with the pupils.
- Teaching and learning are not sufficiently monitored to ensure a consistent approach across the department.
- The marking of books is irregular and pupils receive insufficient advice about ways to improve their learning and understanding.

Commentary

84. Standards are average in Year 9 and achievement is satisfactory overall because the pupils work to their expected capabilities. However, higher attaining pupils are not always sufficiently challenged because many of the tasks set do not adequately address the skills of analysis and evaluation, and in the lessons observed there was little extension work set. Also, the match of work does not sufficiently meet the individual needs of all pupils because many of the tasks seen in the written work were for whole classes rather than tailored to different groups of pupils. The department is adjusting fairly slowly to the different organisational and curriculum requirements of the mixed-ability classes.
85. By Year 9, most pupils develop a range of skills, including an understanding of chronology, the significance of primary and secondary sources and the impact of technological, economic and social changes on society. There is a good range of fieldwork activities that encourage and support enquiry and research skills. These skills are further developed by the individual projects that pupils do each year. However, marking is inconsistent in the department and many pupils receive insufficiently clear guidance on how to further their progress. Although assessment tasks are now more extensive and they are marked to a National Curriculum level, the outcomes are not yet systematically shared with the pupils so that one of the advantages of the assessment is missed.
86. Learning is satisfactory overall because the quality of teaching is sound. There is effective lesson planning, but it is not always sufficiently detailed. The teachers are enthusiastic about the subject and share this with the pupils. However, some lessons lack a clear focus and pupils are too passive; this leads to a lack of attention and focus that impedes the pupils' learning. There is limited group and paired work and many pupils have weak listening skills. The pupils' attitudes towards history are satisfactory but there is little evidence of any real enthusiasm for the subject.
87. Leadership and management are unsatisfactory and there has been inadequate improvement since the previous inspection. Many of the points for improvement, including uneven attainment, pupils' passivity, the restricted range of tasks and the full implementation of a comprehensive assessment strategy, are still to be achieved. Currently, the departmental development plan lacks a clear strategy for improvement. There is insufficient monitoring of teaching and learning that results in inconsistencies in marking and guidance to pupils. The current schemes of work do not effectively link resources, learning methodologies with assessment strategies and learning outcomes and they are not sufficiently detailed to support other teachers.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Insufficient time is provided for religious education and this means pupils' reflection on their work is inadequate.
- Leadership and management of the subject are good.
- The provision for pupils with special educational needs is good and helps them make good progress.
- Pupils' attitudes vary and can be frequently negative which affects learning and achievement.

Commentary

88. Pupils' achievement is satisfactory in religious education. The standard of pupils' work at the start of Year 7 is below national expectations. By Year 9, standards have risen, but are still below the national average.
89. Teaching is satisfactory overall. The teacher has good subject knowledge. She prepares lessons well and manages pupils satisfactorily. In classes where pupils have positive attitudes, their learning and achievement are good. Where a significant number of pupils have negative attitudes, the learning and achievement of the class are satisfactory. Pupils' written work shows that their learning is satisfactory. Stimulating homework is used to extend pupils' knowledge, for example Year 8 homework on 'The Betrayal' led to pupils producing high-quality extended writing.
90. The leadership and management of the department are good. The head of department has a clear vision for its development. She has collaborated well with the school's senior leadership team in their thorough self-evaluation of the department. An action plan with appropriate priorities has correctly targeted assessment as an area for improvement. As a start, Year 7 pupils have their National Curriculum level and an improvement target in their books to ensure clarity about progress and how to improve. There are plans to do this for all year groups.
91. The department is inclusive. It shows that it values members of the different faith groups in school through its teaching of a variety of religions and beliefs. By carefully matching the work to the attainment level, it makes a good provision for pupils with special educational needs and so enables them to make good progress. They make very good progress in lessons where a support teacher or assistant works with them. The progress of pupils who are gifted and talented is not always as much as it could be and the department needs to consider how to increase the level of challenge for such pupils.
92. Improvement since the last inspection is good. However, the time provided for the subject is insufficient to meet the requirements of the locally agreed syllabus. This impacts directly on achievement, the depth of study and the time for the reflection.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Inspiring teaching methods lead to good and often very good learning and achievement.
- Effective department teamwork capitalises on teachers' strengths.

- Very good use of assessment helps pupils to see how to improve.
- New accommodation provides a stimulating learning environment.
- Successful integration of basic skills into the departments teaching schemes is improving accuracy and presentation.
- Approaches to marking and homework demands are inconsistent.

Commentary

93. By the end of Year 9, the majority of pupils achieve design and make standards that are above national averages. Pupils with special needs and those from different cultural backgrounds match the good achievement of their peers because teachers make very good use of pupils' individual education plans. Gifted and talented pupils are identified and opportunities for extension work provided. The clear baseline assessment and very effective target setting that is fully in place in Year 7 are raising achievement and standards. Following the assessment, a well-designed, short foundation course in that year gives pupils confidence and the enthusiasm to progress.
94. Pupils in Years 7 to 9 make good progress and achieve well. They have experience of a range of materials including food, resistant materials and electronics. The criticism of the use of ICT, identified in the previous report, is being rectified. Pupils use computers confidently in school and for their homework, which is having an impact on presentation. The use of computers to control movement, sound and light is at an early stage of development. Designing has improved significantly. Pupils use well-structured design sheets to help them develop and modify their designing. Evaluation is the weakest part of pupils' design process, although there are good examples of evaluation in food technology.
95. Teaching and learning are consistently good across the department with excellent teaching in food technology. Planning is exemplary. All national initiatives are built into the schemes of work, although at times pupils are not aware, for example, that their work is involving citizenship. Support staff, including an effective technician, have a significant impact on the department's organisation, teaching and learning. Exciting teaching methods involve paired discussion, teamwork, active problem solving and role-play that make lessons go with a swing. Pupils have fun in finding out about designing and making and using their initiative to come up with new design ideas which they enjoy sharing. There are inconsistencies in marking and homework.
96. Very good leadership has vision and purpose. Teamwork is the key to the department's success. Management is good and very well supported by the department line manager. Accommodation has been recently improved. The new resistant materials, electronics and graphics block is full of good workshops and very effective display areas to celebrate pupils' achievement. The food technology area was upgraded some years ago and pupils have benefited since that time. Well-maintained resources are having a good impact on learning. Improvement since the last inspection is good.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Standards of attainment are above average.
- Pupils' achievement is very good.
- Teaching and learning are very good.
- Leadership and management of the department are very good.

- The use of ICT in art and design does not meet statutory requirements.

Commentary

97. Standards at the end of Year 9 are above average.
98. Pupils produce good-quality, original compositions in two and three dimensions in a wide range of materials. They produce good tonal drawings of portraits and objects but drawing is used as another way of making a picture rather than to gather particular information or to experiment with composition. The work displayed in school contributes to the cultural ethos. Pupils increasingly recognise how artists reacted to social and political developments, such as the development of Cubism in the early twentieth century. They do not use computers to create or modify imagery. Pupils enter school having had varied, often limited, prior experiences of art and design but by the end of Year 9 their achievements are very good.
99. Teaching and learning are very good, and occasionally excellent. Teachers have very good subject knowledge and their broad interests offer pupils a range of processes and experiences. Lessons are especially well planned to build on previous learning. Teachers begin lessons with a clear explanation of the planned activity, usually accompanied by clear demonstrations of the methods to be used, and end with a discussion of what has been achieved. The way teachers circulate, speaking to their pupils, assessing work and offering encouragement promotes co-operation. Pupils enjoy art and design and relate well to teachers and classmates, respecting the activity and the materials in use. Teachers and pupils alike have high expectations but occasionally the attitudes of a small minority of older boys slow the progress of others. Pupils are comfortable linking their work to that of European and multicultural artists and made excellent progress when drawing a jug, a guitar and a trumpet from different angles in the style of Picasso and Braque's Cubism. The way topics are explained encourages independent learning. Although drawing is central to the department's work, teachers do not fully explain the possibilities offered by drawing for different purposes.
100. Leadership of the department is very good. Departmental documentation is thorough and up to date. New members of staff are given clear guidance on their performance. There is strong teamwork and a capacity to improve yet further. Development planning is closely linked to the school development plan and reviewed annually. The management of the department is good. Assessment data is used to modify the curriculum but the analysis and use of data for predicting performance and target setting have yet to work their way through the year groups. The difficulty accessing computers and specialist software makes full delivery of the National Curriculum impossible and ICT, therefore, is not used enough to meet all statutory requirements. Improvement since the last inspection has been good. Achievement has improved to very good. Standards and the quality of teaching and learning have been maintained.

Drama

101. Drama was lightly sampled. Three lessons were observed, one in Year 7, one in Year 8 and one in Year 9. Standards are below national expectations and pupils' basic drama skills are weak. Pupils show enthusiasm and tackle improvisations with energy, albeit very noisily. Teaching and learning are satisfactory overall. Pupils are beginning to understand how they can improve, helped by the expertise shown in the feedback comments after individual and group performances. The main strength is the subject's inclusiveness. Pupils with special educational needs, including those from the Speech and Language Centre, achieve well. They usually enjoy drama and, with the help of support teachers, have developed the confidence to perform in front of the whole class.
102. The teacher in charge of drama is relatively new to the school and has yet to develop full curriculum plans and an effective assessment system. It may not be appropriate for drama to be managed as part of the English department. The present line-management system should

be reviewed so that there is greater accountability. At the moment, the potential for drama to contribute to the life of the school has yet to be realised.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The head of department's musical knowledge and educational expertise provide worthwhile musical experiences for all pupils.
- Teaching of the National Curriculum is restricted because there are insufficient computers to enable pupils to effectively cover the ICT requirements.
- Good relationships between the teacher and pupils help to promote good learning.
- There is the need to formalise assessments so that pupils' learning can be more thoroughly monitored and appropriate targets set.
- High-quality instrumental lessons, particularly brass, help the pupils to develop their musical and instrumental skills.
- The continued subsidy of the cost of instrumental lessons by the governing body helps to cater for the needs of the more musically able pupils.

Commentary

103. Inspection evidence shows that standards at the end of Year 9 are in line with national expectations. As standards on entry in Year 7 are below average, the standards at the end of Year 9 represent good achievement. However, pupils do not have enough opportunities to work with ICT and this is having an adverse impact on the achievement of many of the musically less able pupils in all years.
104. Teaching and learning in Years 7 and 8 are good. No lessons were observed in Year 9. Pupils acquire knowledge and develop skills from the teacher's very good subject knowledge and his effective teaching methods. They enjoy the practical nature of the lessons and work hard in pairs to complete the set tasks in line with the teacher's expectations. Good relationships with the pupils were observed in most classes. Lessons are thoroughly prepared and resourced to cater for pupils of all musical abilities. As a result, pupils with special needs very often make good progress. Provision for the more musically able is good with specially prepared worksheets offering extra challenge. Instrumental lessons given by teachers from Leicester Arts in Education also fulfil the needs of these pupils. In the instrumental lessons observed, teaching and learning were excellent, with the pupils working very hard to emulate the teacher who provided an excellent rôle model.
105. The leadership and management of the subject are good. Since the last inspection, the issues raised regarding provision for the more musically able have been addressed; consequently, improvement is good. The visiting brass teacher now very capably directs the brass band. Similar arrangements would be valuable for other instrumentalists. Unfortunately, the shortage of computers in the music area still prevails and consequently pupils are still not receiving their full National Curriculum ICT entitlement. Assessment requires more rigour to enable targets to be set to further the progress of all pupils and show their achievement from entry in Year 7 to the end of Year 9.

PHYSICAL EDUCATION

Provision in physical education is **good**.

- Standards are above average and pupils achieve well.
- Teaching is good and pupils make good improvements in their performance skills.

- Schemes of work do not plan opportunities for pupil observation, literacy, numeracy, ICT and citizenship.
- Pupils' are active, energetic and enthusiastic.
- The range and number of extra-curricular activities are very good.
- The changing rooms are dilapidated and in urgent need of refurbishment.

Commentary

106. When pupils join the school they mostly attain average standards in games activities and below average standards in movement skills. They make good progress in Years 7 to 9 and achieve well in physical education so that, by the end of this period, the majority is attaining above the level expected nationally in all activities. A few boys underachieve because they are inattentive and disruptive and do not have the enthusiastic attitudes or the very good relationships with their teachers displayed by other pupils. The department has identified twelve talented pupils whose attainment is well above the national average. They, and many other pupils, benefit from the very good opportunities offered by their teachers in providing clubs, practices, fixtures and inter-form competitions. The achievement of pupils with special educational needs is in line with those of their peers because teachers from the special unit support them very well.
107. Pupils are able to work as individuals and in groups to copy and practise performance skills with control and co-ordination. Most are able to understand how to improve their own performance, for example by practising dribbling and passing moves in football, umpiring small games of netball and working in pairs to perfect dance sequences. Most pupils are well co-ordinated and show a good awareness of space, especially in the confined area of the hall where they play badminton and volleyball with good basic skills. The analytical skills of pupils in Years 7 to 9 are not as well developed as their performance skills because this strand of the National Curriculum is not emphasised or promoted enough in the schemes of work or in lessons. A few pupils can name the main muscle groups but they do not regularly have the opportunity to warm up and stretch independently because the short fifty-minute lesson considerably restricts the number of different activities undertaken in lessons.
108. The quality of teaching and learning is good and pupils' good achievement is directly attributable to this mostly good and sometimes very good teaching and to the good leadership provided by the head of department. Teachers are knowledgeable and enthusiastic. They teach lessons which are well structured and conducted at a lively pace. There is a wide spectrum of attainment. Teachers accommodate this through positive support and encouragement but they do not always set enough different tasks to meet the needs of all pupils. Teachers provide an environment in lessons in which all pupils, regardless of ability or gender, and those with special educational needs, feel valued for both effort and achievement. In less effective lessons, including the one unsatisfactory lesson observed during the inspection, teachers become preoccupied with managing the behaviour of the less committed minority, to the detriment of teaching knowledge and skills.
109. Leadership and management are good. The department has made good progress since the last inspection and now meets all statutory requirements. Testing in order to assess pupils' standards on entry is being developed and the Sportsmark award has been won. Teachers are helping pupils' literacy skills through emphasising subject vocabulary but the schemes of work are very performance based and do give enough guidance on the development of other aspects of the curriculum. Pupils are regularly assessed and the results provide valuable information for curriculum planning and measuring progress. However, pupils are not aware of how they can improve because the criteria are not yet specific to each activity.
110. Although the gymnasium, court area and pitches have a positive impact on learning, there is only one specialist indoor area and the changing rooms are dilapidated and need urgent attention to the furnishings. The subject raises pupils' social and moral awareness very well

because pupils work together in team situations and develop a good understanding of fair play and sportsmanship.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship was inspected in full and the provision for PSHE sampled.

Personal, social and health education

111. The provision for PSHE is good. All pupils receive one lesson each week delivered by their form teacher. The overall planning is good and appropriate resources, including lesson plans, are provided for teachers to use if they wish. When teaching sensitive topics, such as sex and drugs education, staff choose to teach the subject with which they are most comfortable. Planned topics include bullying, prejudice, racism, safety, careers, friendships, family, drugs, health and sex education. A weakness in the planning is the lack of explicit links with citizenship. Teaching overall is satisfactory. One good lesson was seen where a wide range of active strategies led to pupils' full understanding of road-safety implications. Teaching was less successful in one lesson about passive smoking, when the management of pupils was weak and this led to pupils' disengagement and unsatisfactory learning.
112. Careers education is developed throughout the personal, social and health education programme and Year 9 pupils have a unit on making choices and setting targets. The careers advisor is a regular visitor to the school and she talks to each Year 9 group about how the careers service can help them. She also attends the Year 9 parents' evenings and, most importantly, is the careers advisor at the upper school where pupils will meet her in Years 10 and 11. Enterprise day is an annual event, which is organised by the co-ordinator for PSHE in conjunction with the Leicestershire Business Company. Employers come into school to work with pupils to develop an awareness of business, work and team-building skills.

Citizenship

Provision in citizenship is **unsatisfactory**.

- Standards are below average and achievement is unsatisfactory.
- Planning is not detailed and does not combine all areas of delivery to establish a programme for each year group.
- Many opportunities are missed by subject teachers to help pupils become informed citizens.
- Year 9 pupils have two dedicated citizenship lessons in each two-week cycle.
- There are good opportunities for pupils to take responsible action at school.
- There has been no monitoring and evaluation of the provision for pupils in Years 7 and 8.
- The teacher appointed to lead the subject has been absent for a long period.

Commentary

113. At the time of the inspection the subject leader had been absent for two months and the majority of the school staff were unaware of how to help pupils become informed citizens as part of the National Curriculum programme. These factors partially account for the below average standards attained by pupils in Years 7 to 9. The school provides a good range of opportunities in which all pupils are encouraged to participate and take on responsibilities and this is an aspect of citizenship where pupils do attain above average standards. For example, there is an active school council, a class duty system and many pupils raise money for charities. Pupils in Year 9 have dedicated citizenship lessons and have built an understanding of citizens' rights and the work of the local council. However, pupils in Years 7 and 8 are not aware they are studying the subject because citizenship is not effectively taught in subject areas. Explicit links are not made and opportunities are frequently missed to help pupils to become informed citizens. Pupils in all years and of all abilities, including those with special

educational needs and for whom English is a second language, do not have sufficient knowledge and understanding about citizenship. The achievement of all pupils is unsatisfactory because the planning and monitoring of the programme, especially in Years 7 and 8, is not coherent or secure.

114. Teaching and learning are unsatisfactory. During the inspection no mention of citizenship was made in subject areas. Teachers have not received appropriate training and their subject schemes of work do not identify citizenship aspects. It is notable that the good planning identified in PSHE does not make any clear links to citizenship. The written work and dedicated lessons of Year 9 pupils observed during the inspection indicate that skills of enquiry and communication are being developed and there is a good system for pupil evaluation and assessment. Year 9 pupils with special educational needs get very well targeted help in lessons from the learning unit support teachers. However, the majority of pupils experience very little progression in their learning because subject teachers in Years 7 and 8 have not been trained or equipped to meet the specialist demands of citizenship.
115. The leadership and management of the subject are unsatisfactory. A good start has been made with the audit that shows where in the curriculum aspects of citizenship are being addressed. Not enough detailed planning or staff training have followed this audit. Good resources, including opportunities for pupils to participate in outside competitions and visits, have been developed. Discreet units in Year 9 are being taught but there is insufficient planning for citizenship in other subjects that claim to deliver elements of the programme to Years 7 and 8. All strands of delivery have not been drawn together to provide a balanced programme, identifying what is to be taught, when and where to each year group.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
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	4

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