

INSPECTION REPORT

WOODHEY HIGH SCHOOL

Bury, Lancashire

LEA area: Bury

Unique reference number: 105361

Headteacher: Mr Martin Bradley

Lead inspector: Mr Graeme Clarke

Dates of inspection: 26th – 29th April 2004

Inspection number: 258856

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:	11-16
Gender of pupils:	Mixed
Number on roll:	1008
School address:	Bolton Road West Ramsbottom Bury Lancashire
Postcode:	BL0 9QZ
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Luise Nandy
Date of previous inspection:	January 1998

CHARACTERISTICS OF THE SCHOOL

Woodhey High School is a comprehensive school which serves the town of Ramsbottom and district to the north of Bury. It caters for 1008 boys and girls aged 11 to 16 years old, and is a popular and oversubscribed school which has remained about this size in recent years. It has a high reputation for its academic successes and is highly respected in the community. Pupils come from a range of social and economic backgrounds, which are mostly favourable, and their attainment on entry is above average. Very few pupils leave or enter the school other than at the times of normal transfer. Hardly any pupils come from minority ethnic heritages, and none is in the early stage of learning English as an additional language. The number of pupils with special educational needs, including those with a Statement of Special Educational Need, has risen to average. The school's Investors in People status was re-confirmed in 2002. The Healthy Schools' Award, first gained in 2001, was reconfirmed in 2003 when it also gained the Sportsmark award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19741	Mr Trevor Smith	Lay inspector	
18989	Mr Bernard Mason	Team inspector	English
31649	Mr Richard Marsden	Team inspector	Modern foreign languages
8756	Mrs Pat Hanage	Team inspector	Mathematics
19043	Dr David Lewis	Team inspector	Science
33002	Mr John Woodhouse	Team inspector	Geography
33115	Mr Martin Horne	Team inspector	History
16890	Mrs Maureen Potter	Team inspector	Religious education
			Citizenship
22906	Mr Barry Hodgson	Team inspector	Information and communication technology
24894	Mr Clive Petts	Team inspector	Design and technology
15940	Dr Norman Godfrey	Team inspector	Art and design
8360	Mr Fred Peacock	Team inspector	Music
32724	Mr Geoff Jepson	Team inspector	Physical education
4720	Mr Graham Carter	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school which is providing a very good quality of education. Very good teaching, and very good leadership by the headteacher all make an important contribution to pupils' good achievement. Pupils have excellent attitudes to school. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Very high quality and often excellent teaching leads to very high standards of achievement.
- Very good arrangements for pupils' personal and social development, and a rich curriculum with equality of access, underpin the excellent ethos for learning.
- Pupils' strong desire to learn, keen interest, very good behaviour and relationships, and ready acceptance of responsibility reflect their excellent attitudes to school.
- Provision in science is excellent, and very good in modern foreign languages and geography.
- Inconsistent use of information and communication technology (ICT) to support learning limits achievement in some subjects.
- Information from assessing pupils' work is not used equally well between subject departments to promote learning.
- Rooms used for dining and teaching and inappropriate timetabling of a small number of teachers constrain teaching approaches and continuity of learning.

The school has made good progress since the previous inspection and continues to provide a very good education for its pupils. Clear progress has been made on all areas indicated as key issues in the previous inspection. A new timetable structure makes more time available for music and ICT but not enough this year for a daily act of collective worship, and religious education in Years 10 and 11 to meet requirements. Provision for special educational needs now fully meets the regulations.

STANDARDS ACHIEVED

Pupils' achievement is good throughout. Pupils' attainment rises from when they start at the school in Year 7 to well above average in the statutory Year 9 tests. Science and mathematics results have improved year on year, but English has slipped behind the national trend. Most boys and girls did as well or better than expected and this represents good achievement. Overall results were well below the average of schools where pupils had similar attainments on entry, although unlike Woodhey High, some of these schools select pupils on the basis of high attainment. 2003 GCSE results were well above the national average and in line with the average of similar schools. The target for overall attainment in GCSE was exceeded, reflecting good achievement.

Overall, pupils' attainment is above average in English language and literacy, and their mathematical skills are well above average. Their ICT skills are average. Gifted and talented pupils and those with special educational needs show good achievement. Girls and boys achieve equally well. Achievement in lessons is good throughout the school.

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

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

Pupils' attitudes and values and their personal development are excellent throughout the school. Spiritual, moral, social and cultural development is very good. The behaviour of the majority is very good. Attendance is well above average and punctuality very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is very good overall, and a relatively high proportion of lessons are excellent. Many lessons are very well planned, and teachers' very effective methods and encouragement sustain pupils' involvement and lead to very good learning. Teaching is very good in science, geography and religious education, good in most other subjects and satisfactory in ICT. ICT is not used sufficiently well in most subjects to support learning. In a very few lessons the deployment of non-specialist teachers restricts learning and achievement.

All pupils enjoy excellent access to a broad curriculum and a very good range of additional activities. Pupils benefit from good support, advice and guidance, although in some subjects information about their performance is not used equally well to help them know clearly enough how they can improve. Partnerships between the school and community are very good and good with parents. The school does not fulfil the requirements for a daily act of collective worship, and of the locally agreed syllabus for religious education for pupils in Years 10 and 11. Rooms used for dining and as classrooms are unsatisfactory because of the noise from work in nearby kitchens.

LEADERSHIP AND MANAGEMENT

Leadership and management throughout the school are very good. The headteacher gives very good leadership and the senior leadership team very effectively promotes improvements to learning through good management. Almost all heads of subjects lead and manage their departments well. Governors have a high commitment and work with dedication to support their school. Governance is good overall. However, governors and the headteacher have not ensured that the school meets all statutory obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high degree of confidence in the school and are pleased with the range of provision, standards achieved and the care their children receive. Some parents were concerned about behaviour, homework and the extent of information they receive from the school. Inspectors found behaviour to be very good, homework to be generally used well, and reporting arrangements satisfactory. The school pays a great deal of respect to pupils' views and the concerns they express through the pastoral system and a very effective school council, and quickly acts upon them. Pupils are generally very satisfied and value the support, help and advice their teachers give.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are for the governors and headteacher to:

- Promote the use of information about pupils' performance throughout all subject departments to support learning and raise achievement.
- Ensure departments make more effective and consistent use of ICT to enhance pupils' skills and foster higher achievement in their subject.
- Continue to liaise with the local education authority over the provision of more suitable accommodation than rooms used for both teaching and dining offer.
- Ensure timetabling makes best use of the staff expertise available.

In addition, meet statutory requirements for a daily act of collective worship, and religious education in Years 10 and 11.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

All pupils achieve well in their current work. Standards on entry are above average. In 2003, statutory test results for Year 9 in the core subjects were above average in English and well above average in mathematics and science. GCSE examination standards were well above national averages. Overall, standards of work seen are above average.

Main strengths and weaknesses

- Pupils achieve well throughout as a result of very good teaching and a strong ethos for learning that fosters excellent attitudes to school.
- Boys and girls achieve well; gifted and talented pupils, and those with special educational needs achieve well.

Commentary

1 Pupils' attainment is above the national average when they begin in Year 7. Most boys and girls do as well or better than expected, and are rewarded by results which are well above the national average in Year 9 tests. Results at the higher Level 6 are well above average in science, and above average in English and mathematics. Mathematics and science results have improved in line with the national trend in recent years. However, English standards were not sustained and this is reflected by targets met for science and mathematics, but not for English. Currently, standards of work show that pupils are achieving well.

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

Standards in:	School results	National results
English	35.1 (35.0)	33.4 (33.3)
mathematics	37.9 (36.5)	35.4 (34.7)
science	37.3 (34.8)	33.6 (33.3)

There were 214 pupils in the year group. Figures in brackets are for the previous year.

2 Pupils continue to achieve well in Years 10 and 11. Their 2003 GCSE results were well above the national average and in line with average of schools where pupils had similar prior attainments. The pattern of improvement follows the national trend. Although the extent of improvement from Year 9 to 11 is average, the target for overall attainment was exceeded. More girls than boys attain higher grades but overall boys and girls achieve well.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	66 (68)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	98 (95)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	100 (99)	96 (96)
Average point score per pupil (best eight subjects)	41.4 (40.1)	34.7 (34.8)

There were 194 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

3 Pupils achieve well, both in lessons and in their current work. In Years 7 to 9 they work very well to achieve very high standards in science, mathematics and religious education, and above average standards in geography. They achieve well in English, design and technology, history, modern languages and physical education where standards are above average; and in art and design and music where standards are average. Pupils' skills are average in ICT as a result of satisfactory achievement.

4 The picture is almost the same in Years 10 and 11 as in Years 7 to 9 except that pupils' achievement in music improves to very good, leading to above average standards. In religious education the relatively small number taking an examination course are achieving very well, but for the others lack of teaching time limits further achievement.

5 Boys and girls generally achieve equally well, for example, in religious education where a lot of work goes into lesson planning to involve boys positively.

6 Gifted and talented pupils achieve well to attain well above average standards. For example in most subjects the higher attaining pupils gained above average A* and A grades in GCSE. Enrichment opportunities such as the Public Speaking competitions, playing in music ensembles and representing the school's sports teams all enhance pupils' talents and foster good achievement.

7 The achievement of pupils with special educational needs is good overall. However, in a small number of lessons, particularly in Years 10 and 11, the demeanour of a small minority of pupils with emotional and behavioural needs inhibits their achievement and, as a result, they don't learn as well as they should.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to the school are excellent, and their behaviour, attendance and punctuality are all very good. Their spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils have excellent attitudes to their work and school life generally.
- Pupils enjoy school and nearly all attend regularly and punctually.
- Standards of behaviour in class and around school are very good.
- Relationships are excellent.

Commentary

8 Pupils enjoy school, are highly motivated and very keen to learn. Most are confident and articulate learners who are fully capable of independent study. They listen well in class, take active roles in discussions, and respond sensibly when asked questions. They readily accept responsibility and carry out their duties very well, for example, as members of the school council. It is highly regarded by pupils and the staff alike, and is very proactive in school life generally. Recently it has been the driving force behind the school's development of the grounds and environment. Activities organised outside the normal run of lessons, such as those in sport or music, are very well supported and significantly enhance pupils' personal development. Pupils are polite, relate well to each other, and to staff, and work very well together in class. The school has a purposeful, yet relaxed and harmonious atmosphere. The overall behaviour and attitudes of pupils with special educational needs are good. In most subjects they take an active part in lessons and this contributes well to the quality of their learning.

9 The school has high expectations of pupils' behaviour, and measures to achieve this are implemented well by all staff and, in the main, are fully supported by pupils. As a result, behaviour throughout the school is very good both in and out of class. Bullying is not a problem, but whenever it occurs is handled exceedingly well. Fixed term exclusions, however, have increased significantly since the previous inspection, but inspectors feel this situation is perfectly acceptable as it is

consistent with the school's newly declared intention of nipping anti-social incidents in the bud. Respect for school property is generally good although, despite the presence of many litterbins, pupils drop a lot of litter around the site.

Exclusions

Ethnic background of pupils

Exclusions in the last school year 2002-3

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White British	1005	122	2
Mixed white and black African	0	5	0

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

10 Attendance remains well above the national norm although it has fallen slightly since the previous inspection. Lateness is not a problem and punctuality to lessons during the day is good. Registers are marked properly and monitored thoroughly. All unexplained absences are identified promptly and swift action, including first day contact with parents, is taken to investigate them. Full attendance is recognised and rewarded each term.

Attendance

Attendance in the latest complete reporting year (93.4%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	1.0
National data	7.2	National data	1.1

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

11 Pupils' spiritual, moral and social development is very good, although their cultural development is satisfactory. The school's clear values and high expectations ensure that the pupils are sensitive to the needs of others and will happily share and give support. Pupils are confident in their own beliefs and values and show respect for those of other people, cultures and faiths. Above all, the pupils are well aware of the importance of values in shaping the way communities live harmoniously together, including their own. This accounts for their very good behaviour and the mature and thoughtful way they collaborate with each other and with adults. They have a clear understanding of right from wrong and apply this well in all aspect of their daily school life. They have a growing awareness of national and global issues and the impact of these especially on human rights. Their awareness of cultural diversity within their own nation and community while sound is less well informed or co-ordinated than other aspects of their personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good overall and leads to very good learning. The curriculum in Years 7 to 11 is good overall and the school gives excellent access to all its pupils. Staffing, accommodation and resources are satisfactory. A very high proportion of pupils participate in a very good range of extra-curricular activities. The school is a vibrant community. Parents have confidence in it and pupils are proud to be members of it.

Teaching and learning

The quality of teaching and learning are very good. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching is very good overall, with four in every five lessons good or better and a significant number excellent, and in turn leads to good learning and achievement.
- Outstanding teaching takes place through Years 7 to 11, particularly in science, but also in several other subjects.
- Provision for pupils with special educational needs is good.
- Assessment is satisfactory overall, but in some subjects pupils do not always have a clear enough grasp of what they need to do to improve.

Commentary

12 Excellent teaching was seen in all parts of the school, especially in science where four examples of outstanding practice were seen. In addition, excellent teaching in a diverse range of other subjects – English, Spanish, art and design, geography, religious education and physical education, and in a personal development lesson – represents almost a tenth of all lessons. Very good teaching takes place in nearly every part of the school. In Years 7 to 11 almost two in five lessons were very good or better, with just over this figure in Years 10 and 11. In Years 7 to 9 over three quarters of lessons were good or better, and in Years 10 and 11 this figure was just over eight out of ten. Two unsatisfactory lessons were seen, in Years 7 and 9, though they were taught by non-specialist teachers in different parts of the curriculum. Overall, teaching is strongest in science, geography and religious education, good in most other subjects and satisfactory in ICT.

Summary of teaching observed during the inspection in 119 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (9%)	34 (29%)	51 (43%)	21 (18%)	2 (2%)	0	0

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

13 Most teachers have a good command of their subject, and know how to communicate it well to their pupils. They plan lessons very effectively and provide a good range of activities, in which pupils became completely absorbed. In the best lessons activities are supported by a variety of learning styles and lead to excellent learning. Pupils come to lessons with very positive attitudes to work. In addition, teachers have good relationships with their pupils, who in turn engage well with the lesson and work hard. Standards of behaviour in lessons are high, as pupils work to do as well as possible. In only a very few lessons, in Years 7 to 9, did pupils fail to learn as well as they should.

14 In the very best lessons, the teacher used a secure grasp of the subject to challenge pupils as far as possible without allowing them to be overwhelmed. In such lessons pupils learn as well as could be expected, leading to excellent achievement. Exploiting learning techniques that can be transferred to new situations is used to excellent effect. In an outstanding Year 10 science lesson pupils presented their research findings in a sharply focused and concise manner modelled upon television news reports with considerable effect. In an excellent lesson in religious studies in Year 9, the teacher developed pupils' ability to reason and argue from a secure evidence base which they could then use in exploring controversial issues of morality and belief. In Year 11 geography, pupils were very skilfully helped to learn techniques to identify and summarise key points which they could exploit when revising their work.

15 Good teaching leads to good learning by pupils with special educational needs. In most lessons teachers plan well. They make good use of targets in pupils' individual education plans, and deploy special support assistants effectively. In turn, pupils know what they need to do and, as a result, learn well. A good balance between in-class support and individual pupil support is achieved. Those pupils with physical disabilities are particularly well helped. The very inclusive nature of the

school coupled with pupils' outstanding attitudes are well reflected by the way they contribute both during lessons and when moving between lessons during the day. In the best lessons, teachers use resources well and make effective use of a variety of activities to actively engage pupils.

16 In lessons which were satisfactory rather than good or very good, the teacher often presented the material well, but did not do enough to make sure that all pupils understood the work. Hence, pupils were often unsure what to do. In such lessons, which were often led firmly by the teacher, pupils play a passive role and learning suffered as a result. Occasionally, time is not managed well enough and the slow pace leads to only satisfactory achievement.

17 Since the last inspection, the overall quality of teaching has been improved, the many good features of teaching have been consolidated, and the proportion of excellent and very good teaching increased significantly. The extent of unsatisfactory teaching has been reduced. The school strongly encourages improvement to teaching and learning and seeks to promote the best teaching practices.

18 Meticulous collation of data about pupils' test and examination performance includes information from assessing their class and homework. The analysed information is shared with teachers but is not used with consistency to help pupils to improve in the subjects they are studying. Most teachers are effective at assessing pupils' knowledge and understanding during lessons. Almost always pupils' work is marked with positive comments to help improve the effort they make. However, not all teachers indicate clearly what pupils need to do to improve, particularly in relation to using criteria for higher performance such as National Curriculum levels in Years 7 to 9. The picture is better in Years 10 and 11 where more often teachers use GCSE criteria. Excellent practice established, for example, in science and modern languages exploits the analysis of data to monitor and evaluate both pupils' and group achievement in all years, but this is not true of other subjects. Throughout the school assessment is not used sufficiently to inform subject lesson planning for the learning of different ability groups.

The curriculum

The curriculum is good, with very good opportunities for enrichment. Overall staffing, resources and accommodation are satisfactory.

Main strengths and weaknesses

- All pupils have equal access to the curriculum and therefore there are no significant barriers to learning.
- The curriculum provides a good range of opportunities for pupils to study, and to participate in a very wide range of activities outside the school day.
- Although vocational education opportunities in Years 10 and 11 are limited, the curriculum improvement plan provides a good framework for action on change and development.
- The match of specialist teachers to the curriculum is mostly good, but some non-specialist teaching limits pupils' achievement, as does classroom accommodation also used for dining.

Commentary

19 Overall, the curriculum is broad, balanced, and relevant and provides equally for all pupils. An appropriate amount of time is given to subjects and statutory requirements are met with the exception of religious education in Years 10 and 11 and a daily act of collective worship. A good range of courses in English, mathematics and science is carefully managed and taught leading to good achievement overall. Considerable improvements in music since the last inspection have broadened pupils' experience and enhanced the range of extra-curricular activities. New timetable arrangements have improved the balance of time for subjects. However, long intervals between some subject lessons, and the deployment of non-specialist teachers, for example, in physical

education and ICT, lead to difficulties of managing continuity that adversely affect pupils' achievement.

20 Pupils in Year 11 have opportunities to participate in a work experience programmes and specialist careers advice is available in the school. Good arrangements and liaison enable a small number of pupils in Years 10 and 11 to take vocational education courses at a local college. The programme of vocational education is planned well for development to widen opportunity and access for all pupils as an alternative to GCSE accreditation in relation to the implications of the future 14-19 curriculum requirements.

21 A very good selection of extra-curricular activities enriches all pupils' learning experiences. Pupils' participate very well in English, music and other arts activities, and many take the opportunities for sports outside the school day. A wide selection of visits and foreign trips extend the cultural, educational and recreational activities available. Arrangements for supporting pupils' learning after lessons are excellent. A number of booster classes and homework clubs after school give pupils the opportunity to work at their own speed and extend their learning. In addition, revision sessions in English, mathematics and science are all well patronised. Activities are open to all and well reflect the inclusive nature of the school.

22 Pupils with special educational needs have good access to the full range of curriculum and extra-curricular activities available to all pupils. A lunch time 'Games Club' is provided on a regular basis for less socially confident pupils. Good use is made of ICT and a good range of software is available to support pupils' special educational needs. A recent appointment within the senior leadership team has securely established identification and provision for gifted and talented pupils. The arrangements are at an early stage of development and now require consolidation.

23 Teachers are well qualified and most teach their specialist subject, however, arrangements are unsatisfactory for some lessons in physical education and in ICT in Years 7 to 9. Lessons are taught by non-specialist teachers, and in some this is having an adverse impact on pupils' achievement. Technical support staffing is limited, for example, to assist with preparing materials in design and technology and art and design. A senior teacher manages the ICT network but his time is limited because of other work-load demands. Pupils with special educational needs benefit from good support provided by teaching assistants. Accommodation is satisfactory overall.

24 The recently completed Frank Bennett Hall is a welcome facility for large assemblies and drama activities. It does not house the whole school, however. The library is a very good resource used, under guidance of an enthusiastic librarian, to motivate pupils to contribute to their learning. On occasions, however, its ICT suite is used as a class teaching resource which limits access to other users. Refurbished laboratories enhance specialist provision. However, rooms used for both teaching and dining create problems for making teaching effective. In particular working noise from nearby kitchens intrudes into lessons and restricts the quality of work undertaken, for example, inhibiting listening in modern foreign languages work.

25 Classroom resources are generally satisfactory except that access to ICT facilities is very limited in some subjects. New computer networks have improved provision for class based teaching of ICT skills, but do little to exploit the technology to aid learning in subjects. Nevertheless, plans are in place to enhance the availability of suitable equipment.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is good. The school has excellent arrangements for involving pupils in the work of the school. Support and guidance are good.

Main strengths and weaknesses

- Procedures for ensuring cleanliness and proper storage are inadequate in design and technology.

- The pastoral system works well.
- Arrangements for seeking pupils' views and acting on them are excellent.
- The school has very good arrangements for the induction of Year 7 pupils.

Commentary

26 Overall, the school continues to look after its pupils well. Arrangements for child protection remain secure. A member of staff with designated responsibility for liaising with outside agencies is properly trained. Some aspects of health and safety procedures, however, lack recent review. Risk assessments are properly carried out regularly in some areas, for example, science, but an issue in design and technology raised at the previous inspection remains. Nevertheless, routine supervision by staff is generally very good, and much emphasis is also placed on promoting healthy lifestyles.

27 The pastoral system operates effectively and relationships between pupils and staff are generally excellent. As a result, pupils find it easy to approach staff and are confident to discuss any problems or concerns with them. Arrangements for the induction of new pupils are good and for pupils with special educational needs they are very good. Year 7 pupils say they are very happy with them and are fully settled in school.

28 Systematic arrangements for monitoring pupils' academic progress and personal development are good. Praise and rewards are used well to encourage effort, and achievements are recognised and celebrated in various ways including a presentation evening, to which parents are invited. Pupils' personal development is also further enhanced through a wide range of responsibilities on offer to them, notably an extensive prefect system, the school council, Year 8 administrators and Year 10 buddies.

29 Good support and mentoring procedures ensure that pupils likely to underachieve are appropriately helped, especially in the lead up to GCSE. Specific subject support is very effective in English, mathematics, science and modern languages, however, approaches are not consistent between subject departments. The extensive data about pupils' performance is not readily interpreted in a way that helps pupils know exactly how to improve.

30 All pupils with special educational needs have effective individual education plans which form the basis of good support in lessons by teachers and support assistants. They are used well to monitor the achievement of pupils through regular review processes. The effective use of performance data to monitor the long term progress of pupils with special educational needs against National Curriculum levels is insufficiently developed, although work has begun to resolve this problem.

31 Pupils' views and opinions about the way the school operates are valued and taken very seriously. They are sought in various ways, but notably through the school council, which is highly regarded by pupils and staff alike. The body is well-organised and run very competently by the pupils themselves. It does a lot to improve life in school generally and there is much competition to become a member of it.

32 Careers education is suitably planned and taught through discrete lessons in the curriculum for personal social and health education, although it is not yet taught in Year 7. Work experience is provided for pupils in Year 11. This is supplemented by other opportunities for pupils to experience the world of work at first hand, for example, through work shadowing in Year 8 and the annual industry day in Year 9. Pupils have suitable access to external careers advisers and good quality careers information is available to them in the careers library. They are appropriately prepared for the next stage of education through talks, visits and support from their tutors.

Partnership with parents, other schools and the community

The school has good links with parents. Links with the community are very good, and good with other schools and colleges.

Main strengths and weaknesses

- Parental involvement in their children's learning is good.
- Very good community links enhance pupils' learning and enable them to contribute in return.
- Transfer arrangements and links with other schools and colleges are good.

Commentary

33 The school enjoys a good relationship with its parents. Most take a keen interest in their children's education and provide good support for their learning both at home and in class, for example, playing their part in the homework diary system which is used well. Many parents support school plays, concerts and sporting events and parents' evenings are well attended. Some parents play an important role in enhancing pupils' preparation for the world of work through involvement with the work experience programme, work shadowing or industry days. The Friends of Woodhey, formerly the Parent Teachers Association, is very active and does a lot to help the school. Recently, for example, it has raised enough money, through organised events, to purchase a new minibus.

34 The quality of information parents receive about their children's progress and school life generally is satisfactory overall. Pupils' annual reports, in particular, concentrate too heavily on attitudes and effort. They are often short on details about achievement and rarely identify areas where improvements could be made. As such, this supports the concerns expressed by some parents through the questionnaire. The prospectus meets requirements but the governors' annual report does not provide any information about staff development.

35 The school is very conscious of the need to seek parents' views about the way it operates and has recently surveyed them on a range of topics similar to those used by Ofsted. The returned questionnaires were analysed and the results published in the governors' annual report, although the findings have not yet been fully acted upon.

36 Links with the local community are very good. Many groups including the rotary club and the organisers of the local music festival use the school for their meetings. The *Friends of Woodhey* is very involved with school life and community activities and the school benefits from a large number of visiting speakers. Pupils taking part in the Duke of Edinburgh Award and the Young Enterprise schemes make a good contribution to the life of the community. Pupils' commitment to others is shown by money raised for charities: they also distribute the school's collection of harvest festival gifts within the locality. Links with the business community contribute to work experience placements for older pupils.

37 Good links with other schools and colleges enhance the quality of education provided, particularly in subjects such as modern foreign languages, business studies and catering. Transfer arrangements operate effectively and ensure the smooth passage of pupils from the primary sector and into their next phase of education. The school makes good use of its connections with local colleges to tailor the vocational curriculum for older pupils to their specific needs and interests. Close liaison between school and college staff and careful monitoring of pupils' attendance and work ensure the arrangement works well. Taster sessions at local colleges are arranged each summer for gifted and talented pupils, and include presentations to give pupils an insight into opportunities in higher education.

LEADERSHIP AND MANAGEMENT

Governance is good. The headteacher gives very good leadership. Leadership by other key staff is very good. Overall, management is good. A high consistency of approach leads to an excellent ethos which aids learning. Funding for the school is low and constrains initiatives to foster further achievement.

Main strengths and weaknesses

- The headteacher and governors have an outstanding commitment to ensuring that all pupils have access to the same broad range of opportunities.
- The headteacher, the senior leadership team and other key staff effectively promote improvements to learning by their consistency of approach and good management.
- Governors have a high level of commitment and work with dedication to support their school.
- Financial management and the school's commitment to principles of best value are good.
- The governors and the headteacher have not ensured that the school meets all statutory obligations for the curriculum.

Commentary

38 The leadership of the headteacher is very good. He has a clear vision for the school and very effectively involves staff, governors and students in its development. An excellent commitment to inclusion and the welfare of every student is built into his approach to the curriculum, teaching and learning. Standards of achievement are high and he is determined to capitalise on the outstanding attitudes of his students to raise them still further by ensuring high quality teaching, a very good range of extra-curricular activities, and extensive opportunities for students to contribute to the many strengths of the school.

39 A very good strategic plan gives an excellent overview of the vision of the headteacher and governors for the future of the school, and is amplified carefully for each area of development. Progress towards full implementation of the strategic plan is carefully monitored. The school's performance is evaluated rigorously, and the headteacher and governors work strategically together to make the best possible use of their findings. Their success has been recognised in awards as diverse as Sportsmark, Healthy Schools and Investors in People. Plans to apply for specialist college status have been held up by lack of funds.

40 Leadership by the senior management team, the head of special educational needs, and heads of subject departments are good overall, and sometimes excellent. All are committed to the continued development of the school and work tirelessly to bring about further improvements. The members of the senior management team have clearly defined roles which they discharge very well. The headteacher, senior management team and staff display to students a high level of consistency of approach and unity of purpose, which foster the outstanding attitudes to learning and behaviour shown by pupils throughout the school. They are very good role models and an inspiration to staff and pupils alike.

41 The school is well managed. Teachers are clear about their roles and responsibilities and the school's priorities for improvement. The quality of teaching and learning is very well monitored through a well-established performance management process that is clearly focused on students' achievement. Teachers are given appropriate training to develop their management and teaching skills.

42 However, although the school generally manages the recruitment and deployment of teachers well, there are areas of the curriculum, most notably in ICT, and physical education where the head of department has difficulty managing the induction and support of a large number of non-specialist teachers. The school has already put in place strategies to overcome such unsatisfactory aspects of timetabling for next year.

43 Governance is good overall. Governors are very committed to their school, and bring a high level of professional expertise to its work, for example, in financial management and in supporting the headteacher. Meetings are well attended, and governors make good use of the reports and systems which the school has to keep them informed about its work. An effective policy on race equality is monitored regularly. Governors have undertaken training to help them with their work, for example, in understanding pupils' test and examination data. Information they gain at first hand about teaching and other provision is more limited. Governors know that this is an area for their development to make best use of the time which they have available. The recently appointed chair gives very strong leadership to the governing body. She understands and is developing the strategic role of the

governors. Governors work well to raise achievement and enhance the reputation of the school in the community.

44 Governors have addressed most of the issues raised at the previous inspection, but have not ensured that the school meets all statutory curriculum requirements in respect of religious education in Years 10 and 11, or for daily collective worship. Nevertheless, the school promotes pupils' spiritual development very well throughout the curriculum. Governors acknowledge that while problems of space within the school have prevented assemblies for large groups of pupils in the past, new timetabling arrangements and the Frank Bennett Hall should make it possible to move forward on both these aspects of their work in the coming year.

45 Financial management is good. The member of the senior management team responsible for this aspect of the school's work ensures that the budget is administered assiduously, keeps up-to-date records of income and expenditure, and carefully monitors all accounts. His meticulous work in this area takes time away from his duties in other important areas of the school's work, particularly as leader of the ICT subject department. The school is actively considering ways in which his responsibilities could be more equitably distributed.

46 The chair of the finance committee of governors brings a very high level of professional expertise to his work, and has worked closely with the school to reduce its budget deficit. Although this increased slightly last year, the school is on track to make significant reductions in the year just ended. The school's overall budget is well below average and there is little flexibility in its management. This means that the school is unable to proceed as quickly as it would like in implementing its strategic management plan.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	2,833,950	Balance from previous year	-£13,127 (deficit)
Total expenditure	2,876,143	Balance carried forward to the next	-£42,193 (deficit)
Expenditure per pupil	2,876		

47 Principles of best value are well established. They are secure in some areas, for example the school spends its money prudently. Governors, through the auspices of the local education authority, make comparisons with similar schools to gauge pupils' attainment. Governors challenge themselves and the headteacher to assure the quality of work in the school and ensure that decisions are well founded, although there is scope for more systematic monitoring of existing practices to promote higher achievement.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Overall provision in English is **good**

Main strengths and weaknesses

- Standards of teaching and learning are good.
- Pupils' attitudes are positive and their behaviour is very good.
- The curriculum is inclusive and arrangements effectively support pupils who fall behind.
- Access by the large English classes to the ICT resources is restricted.

Commentary

48 Standards in the National Curriculum tests in Year 9 were well above the national average in both 2002 and 2003. Although higher attaining pupils achieved very well, a significant number of middle attaining pupils did not achieve as well as expected, bearing in mind their prior attainment.

49 GCSE standards at the end of Year 11 were above the national average in both 2002 and 2003. Although more girls than boys attained the highest A* and A grades, boys achieved well because their attainment was significantly higher than their national average. Attainment in GCSE English literature was also above average.

50 Achievement is good in work seen in Years 7 to 9 where attainment is currently above average. The performance of pupils in the highest attaining sets, which contain significantly more girls than boys, is well above average. Pupils speak with increasing confidence; they use Standard English on formal occasions, for example, in the school's annual Public Speaking competitions. They read widely. All, including those with special educational needs, achieve well in graded reading awards. The vast majority write accurately for various purposes. Pupils with learning needs, receiving appropriate support, write with increasing clarity about things they know well.

51 Pupils also achieve well in their work in Years 10 and 11. Those in higher attaining sets produce excellent work, and overall attainment is above average. Pupils seek precision of meaning in their reading. Nearly all develop an increasing maturity of expression in their writing. Pupils with special needs in English are, with support, able to write with increasing accuracy.

52 The overall quality of teaching within Years 7 to 11 is good. Excellent and very good teaching engages pupils' imagination and makes learning enjoyable. Such teaching leads to thorough learning and good achievement. All lessons are well planned and expectations are realistic. Where lessons are satisfactory they result in secure learning; teachers deal well with a very small number of pupils, mainly, boys who lack self-motivation. Generally, pupils' behaviour is very good. Pupils have the valuable experience of working with critical, consistent and thoughtful adults who play a significant role in guiding their moral, social and cultural development. The curriculum is inclusive because arrangements effectively support pupils who are falling behind. Catch-up lessons improve understanding for Year 7 pupils not yet attaining National Curriculum Level 4. A low attaining group in Year 10 succeed in gaining a certificate at Entry Level, which bolsters their confidence to take GCSE in Year 11. However, because many classes are large, access to ICT facilities is very difficult, and so limits its contribution to learning ICT skills.

53 The newly appointed head of department sustains the clear vision required to promote success by leading the department well. Staff work well as a team. All teachers are subject

specialists and are deployed with classes of all levels of ability. Management is efficient, and innovative in its determination to raise attainment. For example, the department involves a consultant and an external examiner in a day given to preparation for Year 9 English tests. Since the previous inspection the department has developed successful schemes of work and has encouraged effective reading strategies through the support of the school librarian.

Language and literacy across the curriculum

54 Standards in literacy across the curriculum are good. Rich experiences, for example, taking part in the school's Festival of Public Speaking, in dramatic productions, and in the School Council, encourage pupils to speak coherently and clearly. Moreover, teachers listen carefully to pupils in lessons encouraging them to speak pointedly and with clarity. Emphasis on group working and clear presentations make a substantial contribution to improve literacy skills in many subjects. Standards in reading are good; pupils read widely and receive best advice from teachers and the school librarian. Standards in writing are good with the vast majority of pupils mastering the skills of clear explanation.

Modern foreign languages

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

Main strengths and weaknesses

- Standards are above national averages.
- Leadership and management by the head of department are excellent.
- Lessons are well planned and purposeful.
- Large classes in cramped accommodation restrict activities.
- Use of ICT is limited.

Commentary

55 Standards throughout all years are above average. Pupils attain above-average standards by the end of Year 9 in listening, reading, speaking and writing. GCSE results are also above average. They are lower than in some other subjects in the school although the margin is smaller than that found nationally. In all years girls out-perform boys although the difference between them is smaller than that found nationally.

56 Achievement is good in all years. This is due to well-planned and purposeful lessons, and teachers' insistence on high standards. Pupils with special educational needs make good progress and achieve well, although the lack of in-class support holds them back in some classes. The most able pupils make good progress and achieve very well.

57 Teaching and learning are good overall. Some excellent teaching was seen, and there was no unsatisfactory teaching. Teachers' warmth and encouraging manner generate a good response in pupils. Teachers exert a calm authority over potentially disruptive pupils so that the work of others is not hindered. In the best lessons the target language, French or Spanish, is used extensively and pupils use the foreign language themselves rather than merely learn about it. The skills of listening, reading, speaking and writing are covered in balance, and teachers insist on high levels of grammatical accuracy. The variety of activities in lessons - using group work, visual aids, and competitions - ensures that pupils concentrate throughout. Pupils are assessed regularly and results are used very well in planning. Pupils know very well how they are doing and how to improve. In their exercise books learning notes are clearly separated from other material so that they can refer to them easily when they work alone.

58 Resources are adequate although the cramped accommodation in some large classes limits the range of possible learning activities, and, where classrooms double as dining areas, follow-

up activities beyond the ends of lessons are severely hampered. A shortage of modern reading materials in the school library restricts pupils' independent reading.

59 Leadership and management are excellent. The head of department has a clear vision, and all areas of the department's work are rigorously and systematically monitored as teachers strive for continual improvement. Appropriate action is taken where weaknesses are identified, such as in some aspects of teaching, Recent training, for example in how to prepare pupils better for GCSE speaking tests, has led to improvements in pupils' performance.

60 Improvement since the last inspection has been good. Opportunities for pupils to practise speaking have increased. The involvement of boys and girls in their learning remains good. ICT is used more, although difficulties of access and limited resources mean that this remains an area still waiting to be fully exploited to promote learning. The department is very well placed to improve further.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are well above average; achievement is good.
- Pupils' very positive attitudes and good teaching lead to good learning.
- Very good leadership and good management are clearly focused on improving standards.
- Assessment of pupils' written work is inconsistent
- Teaching and learning are not monitored with sufficient rigour.

Commentary

61 Pupils' standards in mathematics when they start at the school are above average. Pupils achieve well, to attain standards in national tests and GCSE examinations in 2003 which are well above average. Higher attaining pupils have developed sophisticated mathematical skills by Year 11, as shown by the higher than national proportion of A* and A grades in the 2003 GCSE examination. Lower attaining pupils have a secure foundation in mathematical skills and all get a GCSE grade.

62 Results in 2003 in GCSE were good in comparison to similar schools; but similar comparisons in Year 9 tests were poor. The school's detailed analysis shows that this was largely due to the underperformance of a small number of middle attaining pupils. The difference between boys' and girls' attainments in tests and examinations has fluctuated in recent years. However, in the classroom, there is no significant difference in attainment, or in achievement. Pupils with special educational needs achieve well as a result of teaching and learning methods closely matched to their needs.

63 Pupils enjoy mathematics and come to lessons prepared to work very hard and so learn well. This, together with teachers' high expectations and well-established working routines, results in a purposeful atmosphere. Grouping pupils on the basis of their mathematical attainment works well to promote good achievement, as it helps teachers to match work closely to pupils' needs. This is particularly effective in Years 10 and 11. Teaching and learning are good, an improvement since the previous inspection, with several examples of very good teaching and learning. A well-planned variety of methods is used, capturing pupils' interest and building securely on previous knowledge. In one Year 10 lower attaining group, a PowerPoint presentation about the probability of different events helped pupils to develop their skills in using mathematical language precisely. ICT is used satisfactorily in learning but access to computers makes this difficult at times. When teaching and learning are very good, probing questioning makes pupils think critically about their methods and gets them to work at increasingly conceptual levels. This results in significant advances in learning. Teachers give clear feedback, often oral, to pupils about their work. However, the quality of marking

of written work is inconsistent. Some is of a high quality so pupils learn how to improve their work, but other marking is less informative. The curriculum is well planned and meets the needs of all groups of pupils.

64 Leadership by the new head of department is very good, with a strong emphasis on improving achievement and standards. Management is good, using analysis of data effectively to monitor achievement. Monitoring of teaching and learning is well planned but not yet implemented rigorously enough, especially systematic observation of lessons. Improvement since the previous inspection is good.

Mathematics across the curriculum

65 Pupils have well above average mathematical skills and use them well to help their progress in other subjects. Higher attaining pupils have very strong mathematical skills. Pupils have the required skills to help them in science, for example, plotting and interpreting graphs, substitution in formulae and solution of equations. Their measuring skills are accurately used in design and technology, and in the use of electronic scales in food technology. In geography pupils use their mathematical skills effectively in the construction and analysis of graphs and in the collection and analysis of data for their GCSE coursework. However, their skills of estimating, and applying proportion are not sufficiently well embedded because a whole subject approach to numeracy is not consistent.

SCIENCE

Provision in science is **excellent**

Main strengths and weaknesses

- Very good teaching, with many excellent features, leads to very good achievement.
- Excellent leadership and management of the department create a high level of consistency of approach, so that pupils know how to succeed.
- The department promotes excellent attitudes to work, and makes a substantial contribution to pupils' moral, social and cultural development.

Commentary

66 Both academically, and in their personal development, pupils' achievement is very good. When pupils come into the school, their standards of attainment in science are above average. They learn very well so that by the end of Year 9 they are well above average. They and their teachers continue to strive for the highest standards in Years 10 and 11 so that their GCSE results are also well above average. The number of students gaining the highest grades, A and A*, is in the top 5 per cent nationally, and several times the national average.

67 In lessons, their work reflects these high standards. Pupils show outstanding commitment to the subject, they are fully engaged in their work, and they make excellent use of the feedback teachers give to them from assessments. They work harmoniously together, showing an exceptionally high level of maturity in their studies, in their relationships with one another and in their response to their teachers. For example, in an excellent Year 7 lesson on friction, their mature approach led to excellent learning about friction and the use of scientific method. Teachers are at pains to make sure that all pupils have the opportunity to reach the highest standards they are capable of, whether they are gifted and talented or have special educational needs. Pupils know what they need to do to reach the next level or grade. Commitment to equality is a major strength of the department. Superb displays of work, immaculately presented, enliven the areas outside laboratories.

68 The quality of teaching seen during the inspection was very good overall, and two thirds of the lessons seen were very good or excellent. Often this is because the teacher sets up a task in which all students are challenged at the highest level, and have the opportunity to work with colleagues in small groups. Here they produce work which not only shows scientific understanding, but also evaluation, original thought and creativity at a high level. Presentation is a feature of many lessons, for example, when a Year 10 class, modelling their work on the style of television reporting,

presented their research into diabetes to excellent effect. An outstanding system for assessing pupils' progress, and using the results of assessment in planning future teaching makes a major contribution to pupils' achievement.

69 Some laboratories have been refurbished and are of very good quality, but most are barely adequate despite the efforts of teachers and their students to produce excellent displays of pupils' work. There are not enough computers in laboratories to support ICT development or foster learning in science.

70 Leadership of the department is excellent, and the head of department makes every effort to create a stimulating environment in which students of all abilities can do their best. He communicates these ideals to other teachers very well. It was noteworthy that, throughout the inspection, students were inspired to maintain their commitment at a very high level regardless of their prior attainment. Since the last inspection, the improvement in the department has been very good.

Example of outstanding practice

In a lesson on leaf structure and photosynthesis, the teacher used a variety of tasks to capture and hold the attention of her Year 7 class.

The lesson began with a game in which pupils competed to solve anagrams related to the parts of a leaf and photosynthesis. Their attention was immediately captured as they competed to be first to solve the problem. The teacher used their solutions to construct a word equation representing photosynthesis. Ten minutes from the start, pupils knew the words they were going to need, and understood why a plant needs to photosynthesise. The teacher gave them a variety of leaves to examine, and led a lively discussion to help them to make appropriate and critical observations, relating the structure of the leaf to photosynthesis. A very clear demonstration further increased their understanding of water transport in the process. Throughout the lesson, the teacher made sure that all pupils were actively involved in their learning, and used their answers to assess their knowledge and misconceptions. A written task, which pupils saw as a game, served to consolidate their already excellent learning during the lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**

Main strengths and weaknesses

- Schemes of work are well planned for pupils in Years 7 to 9.
- The management of the department is unsatisfactory, as the subject leader has insufficient time to do the job.
- Pupils have positive attitudes and good work rates.
- There is insufficient use of National Curriculum levels in Years 7 to 9 to help pupils to understand how well they are doing and what they need to do to improve.
- There is insufficient monitoring of teaching to bring about improvements in teaching and learning.

Commentary

71 Pupils' achievement in ICT is satisfactory. Their skills in using computers when they begin Year 7 are average, particularly with word processing and desktop publishing software. They develop these skills, and learn how to use spreadsheets and charts, databases, make slide shows, and search the Internet competently. By Year 9, standards are in line with nationally expected levels.

72 The small cohort of pupils taking the full GCSE ICT course in 2003 attained results above the national average, but the results of pupils taking the short course were below national average. Standards of work seen and predicted grades for current Year 11 pupils indicate achievement at a satisfactory level and standards in line with national expectations. Pupils taking GCSE courses

complete projects showing extensive use of their skills and knowledge of computers. They develop their understanding of spreadsheets and databases, for example to use filters and queries when searching for specific information. Their projects are generally well presented reflecting more extensive word processing skills. Boys and girls achieve equally well. Effective support and attention help pupils with special educational needs to achieve as well as their classmates.

73 Teaching is satisfactory. Pupils have positive attitudes to work, and work hard and well in lessons. However, lessons are sometimes less well executed than planning suggests, for example, learning is sometimes insufficiently reinforced at the end. Work set usually matches pupils' capabilities, but not always. In a Year 9 class about desktop publishing, much of the content repeated what had been taught in Years 7 and 8. The core team of specialist teachers have good subject knowledge and set clear explanations, which help pupils to make progress in the subject. However, several other teachers take a few lessons, and inappropriate timetabling leads to instances where classes have two different teachers. Although well supported by departmental lesson planning, their teaching is not being evaluated to address inconsistencies. Limited use is made of National Curriculum levels in Years 7 to 9 in assessing pupils' work to help them understand how well they are doing, and what they need to do to improve. Arrangements are at an early stage of development. However, assessment is better in Years 10 and 11, where GCSE examination criteria are used to help pupils to understand how to gain more marks in their course work.

74 Leadership is satisfactory. However, management of the subject is unsatisfactory because although schemes of work are well planned and structured, teaching is not being effectively monitored and improved. The subject leader has a high workload as a member of the senior management team and consequently insufficient time to devote to this aspect of departmental management. Since the last inspection sufficient time is now given to meet the curriculum requirements for Years 7 to 9, and the national strategy for improving ICT has been introduced with some success.

Information and communication technology across the curriculum

75 The use of ICT throughout the curriculum is satisfactory. Most, but not all, departments have planned use of ICT in their schemes of work. Good use is made of ICT in business studies and geography. Some departments use data projectors for presentations, but there is only one interactive whiteboard in the school. Pupils with special educational needs enjoy good specific provision of mini- word processing machines and software to support learning, particularly in literacy and numeracy. Access to computers is an issue for most departments and an area for development. The ratio of computers to pupils is below national levels, although the new computers ordered will address the issue and widen pupils' opportunities to apply computer skills in other subjects.

HUMANITIES

Geography

Provision in geography is **very good**

Main strengths and weaknesses

- Teachers use a wide variety of teaching methods to interest and motivate the pupils.
- Teaching is thoroughly monitored so that teachers can improve the quality of their lessons.
- Assessment tasks in Years 7 to 9 are closely linked to the National Curriculum requirements.
- Pupils in Years 7 to 9 are not aware of how they are doing compared to national standards.

Commentary

76 Pupils achieve very well resulting in rising standards in Years 7 to 9. Standards on entry to the school are average in geography. Based on lessons observed and work seen, standards rise to above average from Year 7 to Year 9 as a result of very good teaching, good pupil attitudes, and an interesting and appropriate curriculum. Geographical skills and the ability of pupils to describe and explain patterns and processes are well developed. Computers are used to improve the presentation of assignments. Pupils with special educational needs make good progress through the effective use of individual educational plans and support from teaching assistants when available. The most able pupils also make good progress through lessons that ensure they are suitably stretched.

77 Pupils achieved as well as predicted, and boys did better than girls in the 2003 GCSE examinations. Overall results were close to the national average. Results in the three preceding years were above the national average. Results are expected to improve due to the introduction of a more appropriate syllabus and the effect of a more stable staffing situation within the department.

78 Based on work seen and lessons observed, pupils now achieve very well. Those with special educational needs and high attaining pupils continue to make good progress and standards are above average in Years 10 and 11. Geographical skills show further development and there is evidence of the use of some higher level techniques. Pupils are confident in describing and explaining geographical trends, patterns and processes using well-developed oral skills. Computers are used to assist the completion of coursework but their use is not widespread in general classroom activities. Coursework is of a very good standard and pupils benefit from the skilful guidance of the teachers.

79 Overall, teaching and learning are very good. Teachers have very good subject knowledge enabling them to challenge and develop points raised by pupils. There are good links between the parts of the lesson. Teaching methods show a great deal of variation that interests and motivates their pupils. Lessons are sufficiently challenging and match the needs of different abilities. Teachers emphasise key words and their definitions. Excellent teacher-pupil relationships help to make lessons more effective. Year 9 class work is graded with sufficient comments so that pupils know how to improve, but in Years 7 and 8 they are not guided towards National Curriculum levels to support higher attainment. The scheme used to mark pupils' work is effective but needs to be more consistently applied in Years 10 and 11. Some inappropriate accommodation makes listening difficult in lessons.

80 Leadership is very good. The head of department's enthusiasm and direction have built an effective team of teachers. Management is good. Data are used well to measure the performance of the department and individual pupils. Good practice is shared and teaching is monitored thoroughly. Improvements since the last inspection have been good. The issues raised have been dealt with, action has been taken to halt the decline in examination results and pupils' achievement has risen.

Example of outstanding practice

In a Year 11 revision lesson, pupils reviewed their understanding of global warming.

The teacher began the lesson with a game of 'bingo' to consolidate pupils' understanding of words related to the theme of global warming. Pupils listened carefully as they were keen to win the game by completing either a row or column on their scorecard. Then they analysed an examination question on the same theme and evaluated their answers in pairs, learning from each other in the process. This was followed by a whole-class review of the question in which the teacher showed great skill in challenging the quality of pupils' answers leading to considerable gains in understanding. Many pupils participated in the discussion and provided high-quality answers. The teacher then helped them to compare their own answers with an examination board mark scheme. Finally, the teacher introduced a 'pyramid ranking' exercise so that pupils could set priorities for their revision of this particular topic. Each pupil recorded their own personal order of priorities in the form of bullet points on a revision record card.

History

Provision in history is **good**

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- The overall quality of teaching and learning is good although the quality of marking and assessment is inconsistent, especially in Years 7 to 9.
- Most pupils have a positive attitude to the subject.
- Monitoring the quality of teaching and learning is not sufficiently systematic to bring about improvement.

Commentary

81 The range of materials and learning styles used to match different abilities ensures that pupils are engaged and challenged. Therefore in Years 7 to 11 achievement is good. Those pupils with special educational needs are well supported by teaching assistants, who work closely with the teachers. Gifted and talented pupils are given the opportunity to demonstrate their knowledge and skills through extension activities.

82 Pupils make good progress from Year 7 onwards because their historical skills are developed, practised and tested as they move through the school. Standards in Year 9 are above average. Lower attaining pupils have a reasonable knowledge and understanding of key features of the period they are studying and are able to select and interpret sources with support from the teacher. For example, a well structured project on slavery allowed them to demonstrate their historical skills and gave high attaining pupils the opportunity to produce some exceptional work. In Years 10 and 11, pupils' verbal and written responses show depth of understanding and reflect their ability to select, organise and use relevant information. Strong support from teachers ensures that pupils with special educational needs make good progress and achieve well. The most recent GCSE results were above average at both A* to C grades and the higher A* and A grades, with no significant difference between boys' and girls' results.

83 Overall the quality of teaching is good. Teachers have high expectations of their pupils and this has a marked impact on learning and achievement. A good range of teaching approaches is used, appropriate to the ability of all pupils. Strong specialist knowledge, especially in Years 10 and 11, combined with skilful and demanding questioning help consolidate learning. Good class management and good relationships with pupils create a supportive, purposeful and enjoyable learning atmosphere. Pupils settle quickly, take pride in their written work, co-operate sensibly, answer questions and discuss and debate confidently. Pupils' work is marked regularly in a way that helps them to improve but the quality varies. Support and guidance are given readily. Target-setting is good in Years 10 and 11 but less so in Years 7 to 9.

84 Leadership and management are good. The head of department has a passion for his subject and strives constantly for improvement. Working relationships within the department are very good and the teaching is well co-ordinated. Non-specialist staff, in particular, are given strong support and guidance. The department runs smoothly.

85 The strengths identified in the last inspection have been maintained. However, the issues of marking and assessment and the monitoring of the quality of teaching and learning have only been partly resolved. Specifically, the use of assessment to plan lessons is still inconsistent in Years 7 to 9, and monitoring of the quality of teaching is not systematic.

Religious Education

Provision in religious education is **unsatisfactory**

Main strengths and weaknesses

- The school has not given sufficient time for the local agreed syllabus for religious education to be taught to all pupils in Years 10 and 11.
- Provision for pupils in Years 7 to 9, and for the small number following a GCSE course in Year 10, is very good. Standards are above average and achievement is very good.
- Teaching is mainly very good, sometimes excellent, and lessons are informative and challenging.
- Exemplary behaviour and attitudes ensure learning is mainly very good or excellent.
- The curriculum is well balanced to enable pupils to learn both about and from religion, with personal reflection as a strong feature.
- Leadership and management within the subject are very effective showing a clear sense of direction in the planning of change and improvement.
- Assessment is underused to help pupils gain knowledge of their progress and how they might improve.

Commentary

86 Standards by Year 9 are above the average expected in the local agreed syllabus. Pupils arrive in school with generally above average attainment but from a wide variety of backgrounds in religious education. As a result of very effective, inspiring teaching, pupils make very good progress and by Year 9 achieve at the best of which they are capable. Pupils have a thorough awareness of important religious beliefs and traditions. They use religious language fluently and their grasp of the influence of religious belief on behaviour is much better than usual for their age. They are becoming especially skilled in distinguishing religious responses to life's fundamental questions. Standards and achievement of pupils by Year 11 are impaired by insufficient teaching time. Standards of the small number of pupils following a GCSE course in Year 10 are above average for this stage of their study. As a result of teaching which is enthusiastic, thorough and knowledgeable, pupils always do their best and are well prepared. Their achievement is very good. Boys achieve as well as girls as the result of a lot of work done to involve boys positively in their learning. Pupils with special educational needs are well supported with carefully adjusted activities that help them to achieve well. In lessons and work seen pupils talk and write competently about religious views on the origins of life.

87 The wide use of personal reflection provides a firm basis for the pupils to become spiritually aware and to be alert to moral, social and cultural issues. Pupils gain good first hand experience of religion through regular links with local Christian groups and with some other faith communities. Their personal development is actively encouraged through the emphasis on free expression and the insistence that the opinions of others as well as their own should be valued.

88 Teaching quality overall is very good. From the outset in Year 7 pupils rise positively to teachers' demands that they work hard and behave well. Relationships in lessons are excellent and pupils are confident and eager learners. They are well motivated and cover a lot of ground. Starter activities are particularly stimulating and set a clear focus for learning. In turn, pupils grasp new ideas quickly and their recall is impressive. They use the good opportunities given for talking, writing and summarising to express thoughts clearly. However, ICT is rarely used. The best lessons inspire pupils to think for themselves, for example, pupils in a Year 9 lesson gave reasoned arguments for diverse religious views on the sanctity of life. Homework is especially well used to help pupils to extend their learning. Learning, therefore, is very good. In-class assessment and marking support progress in lessons. GCSE pupils are well aware of their targets and how they can be reached. Pupils in Years 7 to 9 are not so sure of their level of attainment, or what they might do to improve.

89 The head of department leads with a clear sense of direction and gives support for pupils and teachers where it is most needed. Non-specialist teachers are given clear guidance and are making an important contribution to the high quality of the teaching. Efficient management has resulted in considerable improvement. Standards have risen and religious education has gained a distinctive place in the whole school curriculum. However, for those who do not take an examination

course, the amount of teaching time remains insufficient to cover the locally agreed syllabus. Without this it is difficult to see how the school can improve further.

Example of outstanding practice

A Year 9 religious education lesson with an alert mixed ability group, focusing on reasoning skills associated with diverse religious perspectives on contemporary moral issues.

“Cigarette smoking should be banned! - Your thoughts?” The teacher’s provocative challenge sparked an animated response as pupils eagerly signalled a desire to make their views known. Many and various responses flowed freely from around the room notably mature, sensible, well informed and confidently expressed. All were listened to carefully, some generated further comment and others prompted counter views. The teacher was careful to praise and reinforce the high level of their productivity and at an optimum time he introduced a second challenge. “How might we use these responses if we wanted to build an argument in favour of the motion?” As they maintained their high level of interest in the task, a fast paced exchange followed. Teacher and pupils collaborated energetically as they quickly set about identifying what might form appropriate opening, a follow-on, an extension and concluding statements. Good encouragement kept up the momentum. In a short space of time, using well-developed summarising skills and drawing effectively on previous learning on connectives, they achieved their task of presenting a coherent and reasoned argument, of which they were justly proud. This absorbing opening provided a model that led to some excellent group responses when applied later in the lesson to Jewish, Christian and Muslim views on abortion.

TECHNOLOGY

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Standards are above average with good achievement in Years 7 to 11.
- Pupils display interest in participation, and a strong desire to learn.
- Poor accommodation and resources for graphics are barriers to raising achievement.
- Computer aided design (CAD) and computer aided manufacture (CAM) are not sufficiently developed and covered systematically.
- There is secure subject command from a committed team of specialist staff.

Commentary

90 Pupils enter the school with a wide base of experience and achieve well so that standards of work are above average by the end of Year 9. Standards of work in food, graphics and systems are above average and average in resistant materials. Pupils display a secure grasp of design methods. Their sketching techniques are effective with a range of competently annotated ideas employing a sound technical vocabulary. They apply knowledge and understanding systematically in their work except that opportunities for design are too limited using resistant materials. Their products in food and graphics are good but inadequate resources in workshops, and of ICT hinder the standard of modelling, manufacture and the quality of finishing work.

91 Results in 2003 GCSE were clearly above national average, and are reflected in work seen. Boys’ attainment is below that of girls but boys display a more committed approach in Years 10 and 11. Overall achievement by pupils of differing abilities, including those with special educational needs, is good. Pupils display thought and skill in applying principles in design work. Freehand sketching is proficient, standards of annotation are good and evaluations thoughtful. Pupils confidently use hand tools, appliances and machine tools. However, accuracy and the quality of finish given to final products made of resistant materials are weak.

92 The overall quality of teaching is good with some very good teaching in food and electronics. High quality lesson planning underpins the push to broaden knowledge, skills and understanding, and contributes to good achievement. Pupils of all ages are keen to learn. Tasks are well matched to their abilities, and effective demonstrations and expositions are clear and accurate. Questioning is skilfully used but occasionally lacks sufficient challenge to extend understanding. Behaviour is effectively managed and relationships between teachers and pupils are good, often very good. Coursework is systematically assessed and good guidance for improvement is given. Inadequate

ICT resources inhibits computer aided design and manufacturing. Technical support is limited, especially for work with food.

93 Good leadership has ensured a clear vision for development and a strong sense of direction enables more cohesive teamwork. However, extended absence of key staff has adversely affected day-to-day departmental management. Monitoring of teaching lacks a sufficiently sharp focus to promote improvement through training and support. Aspects of workshop management are unsatisfactory. Standards of cleaning in practical areas are not good enough to provide dust free teaching environments. Untidy workshop storage and preparation areas are poorly organised for access and safe use. Generic risk assessments are not fully adapted for work in all practical areas.

94 Overall progress since the last inspection is satisfactory. Standards and achievement have been effectively consolidated and improved. Although some refurbishment of premises has been completed, significant accommodation and resource issues remain.

VISUAL AND PERFORMING ARTS

95 The focus was upon art and design, and music, but drama was also sampled.

96 In 2003, the results in GCSE drama matched the national average.

97 Two lessons in Years 9 and 11 were observed. Year 9 pupils, including those with special educational needs, are achieving well. The teaching was very good. Pupils identify imaginatively with characters in role-play, and develop confidence and fluency in their speaking. Year 11 pupils also achieve well, and attainment is above the national average. They show a mature understanding of the changing moods of characters from Dennis Potter's *Blue Remembered Hills*. They learn from each other in discussion and seek to develop their own interpretation of each character's personality in their acting.

98 Pupils learn in school drama productions the value of working together. Drama makes an important contribution to the development of pupils' self esteem and maturity.

Art and design

Provision in art and design is **good**

Main strengths and weaknesses

- Standards are improving and achievement is now good for all pupils because of good teaching.
- The very good professional relationship between teachers and pupils creates a very good learning partnership that enables all pupils to play an active part in their own education.
- The management of the department is good, promoting high expectations and therefore improving standards.
- Pupils do not have sufficient opportunities to develop skills in the use of art and design related computer software.
- Homework is not used with sufficient effect to support learning.

Commentary

99 Achievement is good considering the below average craft skills pupils have on entry into Year 7. Standards are improving because the pupils have access to a wide range of materials and experiences. Very good professional relations lead pupils to respond well. They profess to enjoy the subject. All make good progress. By the end of Year 9, pupils' standards are average to above average. Their skills have developed in powers of observation through drawing, and through experience of painting, printing, ceramics, sculpture and the use of mixed media techniques. Standards in Years 10 and 11 are now improving because of good and often very good teaching, and an improvement in the ability and interest of the pupils selecting the subject. In 2003 results in the higher grades of GCSE examinations were below the national average but most pupils taking the

GCSE examination in 2003 had average to below average prior attainment. Therefore achievement overall was good for all pupils, with no significant differences between boys and girls. The analysis of work being produced at present indicates that GCSE grades should exceed those previously attained.

100 Good, and often very good teaching, provides challenge and choice for all pupils. Pupils are encouraged to develop opinions through discussion, share ideas and assist other pupils, and good displays of their work promote high standards. Pupils benefit from a good range of enrichment activities which stimulates their interest. For example, references made in all lessons to the work of significant artists and cultures raise creative and visual appreciation and develop critical thinking. Language skills and understanding and use of technical language are improving because key words are introduced into most lessons as part of the school's literacy policy. A small number of computers are available, used mainly for research, but the use of art and design related ICT software and digital imaging is underdeveloped. Homework, however, does not contribute enough to improving pupils' research skills and promotion of independent learning. Assessment is good, with useful peer and self assessment. Constructive oral and written feedback informs pupils of their strengths and weaknesses and how to improve.

101 Leadership and management are good with an effective team of teachers who are raising standards. Written guidance provides a clear structure for raising standards. Monitoring of teaching improves the quality of learning. Improvement since the previous inspection is good.

Music

Provision in music is **good**

Main strengths and weaknesses

- A high standard of teaching ensures pupils achieve well.
- Very good relationships between pupils and teachers support learning.
- Extra-curricular activities and instrumental lessons are well-established.
- Assessment using National Curriculum levels is too generous.
- The development of ICT is inhibited through a shortage of computers in the department.

Commentary

102 By the end of Year 9, standards are average. This represents good achievement considering that most pupils enter Year 7 with underdeveloped musical skills. However, teachers' assessments for pupils in Year 9 overestimate their ability. By Year 11 standards are above average and pupils achieve very well in relation to their prior attainment. Results in the GCSE examinations are broadly average and this follows the pattern of the previous year. There is no significant difference between the attainment and achievement of girls and boys. A few talented pupils reach a high standard of performance in Associated Board music examinations.

103 Both good and very good teaching helps to improving the quality of learning. Good teaching overall in Years 7 to 9 inspires pupils to do well. The high standard of planning, pace and challenge ensures that all pupils including those with special educational needs are motivated and work hard even though they start from a low level of musical understanding. The very good attitudes and behaviour of pupils contribute to their good achievement. It is difficult for pupils to use ICT regularly because there are only three computers in the department. The assessment of pupils' work, using National Curriculum levels is insufficiently well developed to inform them appropriately about how to improve. Teaching in Years 10 and 11 is very good overall. This leads to a positive commitment from the pupils to do well. Most pupils have instrumental and singing lessons and, because of this, they are more secure in the performing and composing part of the course than in the listening test. In view of the cramped accommodation, space is at a premium when practical work is attempted. The curriculum is enriched with opportunities for making music after school. The choirs, orchestra

and samba band are popular: school shows and concerts, including the battle of the bands, are well supported by pupils and parents.

104 The inspired leadership of the head of department ensures that music has a high profile within the school and the local community. The department is well managed and progress since the previous inspection has been good.

PHYSICAL EDUCATION

Provision in physical education is **good**

Main strengths and weaknesses

- The teaching and coaching skills of specialist staff are of a high standard.
- There are high expectations in attitudes and behaviour which assist learning.
- There is a good distribution of subject knowledge within the department.
- The quality of the teaching combined with good relationships ensures good achievement.
- Accommodation and timetabling difficulties present a barrier to learning.
- The use of non-specialist staff adversely affects the overall quality of provision.

Commentary

105 By Year 9, pupils' standards are above average representing good achievement by both boys and girls from an average baseline when they begin in Year 7. For example, they demonstrate good sprinting technique in athletics when practising relay baton passing. Results in GCSE in 2003 were well above those seen nationally with boys attaining more highly than girls. Currently, in Years 10 and 11, standards in both core and GCSE work are well above average. This represents good achievement and progress from standards attained in Year 9. For example in a Year 10 lesson for all pupils, both boys and girls showed exceptional skills at analysing a skill and coaching others as they studied for a Junior Sports Leader Award. In a Year 11 lesson on football skills, boys were able to demonstrate a high level of technical ability in control and passing and a mature awareness of movement and space. Some very gifted and talented pupils achieve highly to represent England in international sports. Effective use of individual education plans ensures the inclusion of pupils with special educational needs, and this together with the high level of consideration and support from other pupils helps them achieve well whatever their specific need.

106 Teaching and learning are good. All specialist staff have high expectations of performance, and attitudes and behaviour; teaching is often very good and sometimes excellent. In consequence all pupils are eager to learn, achieve well and make good progress. In a Year 10 lesson, teaching was outstanding when helping pupils to break down a skill and to go on to coach this skill to others. As a result, one pupil asked to coach the class showed an exceptional ability and confidence which represented excellent achievement. However, lessons for a significant minority of pupils are given by non-specialist staff. In them, learning is restricted as teachers lack the skills and confidence to analyse performance. In turn, this limits pupils' progress and achievement. Accommodation problems provide difficulties for the department at certain times but they are well managed so that the effect on achievement is kept to a minimum. There are assessment procedures in place but they are not sufficiently related to National Curriculum levels in Years 7 to 9 nor to GCSE grades in Years 10 and 11. A very good range of extra curricular activities provides opportunities for preparation and involvement in competitive sport.

107 Leadership is good. There is a good team spirit promoted by caring leadership and a good distribution of skills to teach a wide curriculum. There is vision and a clear objective for improvement, for example through bidding to the new opportunities fund for additional outdoor resources. Ambition is evident. Good management ensures the consistent application of fundamental principles in teaching which are instrumental in raising achievement. Staff provide very good role models for pupils and inspire very good attitudes amongst them. Performance management develops specialist teaching staff. However, support for non-specialist staff is not sufficiently effective to develop aspects of physical education teaching that promote higher achievement. Good progress in provision has been made since the last inspection.

BUSINESS AND OTHER VOCATIONAL COURSES

108 Business and other vocational courses were not a focus during the inspection

109 Two lessons in Year 11 business and communication systems were sampled. Teachers' good subject knowledge helps pupils to reach significantly above average standards and achieve well, which reflects the above average results in the 2003 GCSE examinations. Pupils make good use of their ICT skills in the subject. They have very good attitudes and are interested in the subject. They respond and learn well in question and answer sessions with teachers and other adults such as visiting speakers. Participation in outside activities, notably *Young Enterprise*, enhances high standards and achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

110 A well structured programme of study for each year group covers a broad spectrum of topics which helps develop maturity and preparation for life beyond school. Teaching is mostly very good and often excellent. Teachers challenge and inspire pupils to think widely, for example, in a lesson in Year 10, pupils confidently discussed important aspects of sexual health and made significant gains in their personal understanding. In all lessons, pupils work productively and their achievement is very good. End-of-module assessments enable pupils to reflect on how well they are doing. The leadership by the co-ordinator is very good. The many strands that combine to create the comprehensive provision are planned with a clear sense of direction and good team work. The management is highly effective and is exemplified in the smooth organisation of an extensive visits and visitors programme in which all pupils are variously engaged. Sex, health and drugs related issues are especially well supported through links with local agencies. The careers and guidance elements meet pupils' entitlement and engage them appropriately in decision making and confidence building activities. Effective provision for mentoring involves older pupils working in a successful buddy arrangement with pupils in Years 7 to 9, and staff working with pupils in Years 10 and 11. A valued pilot arrangement draws upon representatives of the local business community giving support to improving the achievement of pupils in Year 10. PSHE is central to pupils' overall personal development and pupils both enjoy and respect the work that they do. The school has recently gained the Healthy School Award.

Citizenship

Provision in citizenship is **good**

Main strengths and weaknesses

- Arrangements to establish and meet the requirements of the National Curriculum are good.
- Teaching is good and lessons are interesting and informative.
- Links with the local community and wider geographical links are well established although ICT is not used sufficiently to support these initiatives.
- Leadership is very good, enthusiastic and sets high expectations.
- Management is very efficient especially in the co-ordination of the various subject strands.

Commentary

111 Little documentary evidence is available to accurately judge the standards achieved in citizenship. Pupils' self-evaluations following each unit of work, however, are helpful in developing their knowledge of their own learning and progress. Pupils achieve well because they work very hard in lessons and make good progress in topics where they had limited prior knowledge and understanding. In a lesson in Year 9, for example, pupils rapidly gained an awareness of stereotypical views of the elderly which, by the end of the lesson, they were able to challenge in well written summaries.

112 Lessons are well structured, managed and paced. Open questions, and well matched activities, challenge and inspire pupils to work hard and participate. In a lesson on the rights of the child, the pupils were able to empathise with street children and engaged in energetic discussion on how children might assert their rights in difficult situations. Teachers support and encouragement creates firm relationships which lead to good learning. Pupils work to the best of their ability and achieve well.

113 Pupils engage effectively in first hand experiences of democratic processes and citizenship in action. Notably, their involvement in the School Council, nomination for citizenship awards and in the Youth Forum makes a major contribution. Good links with charity organisations and response from the pupils set a clear tone for community service. These wider aspects are well co-ordinated to involve all year groups variously in activities which help them to examine roles and responsibilities as citizens in society.

114 Very good leadership has ensured that planning for citizenship has been carried out through good team work with flair and vision. Monitoring is systematic and outcomes are acted upon and effectively shared with teachers and pupils. The co-ordinator has established a coherent programme of study. Pupils enjoy this aspect of their work and self-evaluations indicate that citizenship is providing good support for their personal and social development. Very good management has led to the effective implementation of this relatively new subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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