

INSPECTION REPORT

WHITCLIFFE MOUNT C SCHOOL

Cleckheaton

LEA area: Kirklees

Unique reference number: 107780

Headteacher: Mr Alan Davis

Lead inspector: Mark Woodward

Dates of inspection: 22 – 25 March 2004

Inspection number: 259166

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Voluntary Controlled
Age range of pupils:	13 to 18
Gender of pupils:	Mixed
Number on roll:	1389
School address:	Turnsteads Avenue Cleckheaton West Yorkshire
Postcode:	BD19 3AQ
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr. Mrs K M Pinnock
Date of previous inspection:	25/02/1998

CHARACTERISTICS OF THE SCHOOL

Whitcliffe Mount School has been awarded specialist school status in business and enterprise starting in September 2004. It serves an area that has broadly average socio-economic indicators. Ten per cent of the pupils are eligible for free school meals, which is broadly average, and a below average proportion of pupils join or leave the school at non-standard times. Over recent years it has been difficult for the school to recruit appropriately qualified teachers in English and short-term supply cover for illness in mathematics. A broadly average proportion of pupils continue in further or higher education when they leave the school. Very few pupils are from minority ethnic backgrounds and none has a language other than English as a first language. The proportion of pupils with special educational needs is broadly average and the proportion with statements is above average. Pupils' attainment on entry to the school is below average.

INFORMATION ABOUT THE INSPECTION TEAM

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144490	Susan Jackson	Team inspector	History English as an additional language
11793	Ivor James	Team inspector	Design and technology Product design
22723	Bob Hartman	Team inspector	Mathematics
19452	Anthony Pearson	Team inspector	Religious education Citizenship
11672	Peter Harle	Team inspector	Music
19404	Les Schubeler	Team inspector	Modern foreign languages Vocational education
24033	Joanna Ruse	Team inspector	Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The quality of education provided by the school is satisfactory and it is improving under the leadership and management of a skilful senior management team. Provision observed in the school was good but, recently, pupils have underperformed in national tests and examinations. Pupils currently in the school achieve satisfactorily. Standards are below average when pupils join the school and standards seen in all years were also below average. Teaching and learning are satisfactory and **the school provides satisfactory value for money.**

'Standards' is the measure of performance comparing the quality of pupils' work with work produced by pupils nationally. 'Achievement' measures pupils' progress in developing their knowledge, understanding and skills. The achievement judgement is most important in judging the school's success.

The school's main strengths and weaknesses are:

- Examination and test results are not high enough
- Provision is strongest in English, design and technology, geography, music, physical education and religious education; it is not strong enough in art, citizenship and ICT
- The great majority of pupils have positive attitudes but the behaviour of a significant minority is unsatisfactory and this depresses achievement
- Pupils are cared for very well and the school works hard to ensure that all pupils have full access to the educational opportunities on offer
- The senior management team have successfully improved a range of provision over the past two years including the curriculum, assessment and community links
- A partnership between schools in the pyramid has been developed and pastoral links are good but curriculum links are not strong enough and this lowers achievement

The school has made satisfactory progress since the last inspection. GCSE results have risen in line with national results although the school acknowledges that they are not as high as they should be. Most of the key issues from the last inspection have been tackled well, particularly the monitoring of pupils' progress and the improvement in learning resources. The provision for ICT in Years 10 and 11 remains unsatisfactory despite major improvements in the current year. Pupils' behaviour has declined but the school is taking appropriate steps to tackle the issue. Leadership and management remain good because of the increasing impact of the work of senior staff.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2001	2002	2003	2003
Year 11	GCSE/GNVQ examinations	C	D	D	E
Year 13	A/AS-level and VCE examinations	B	D	D	

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

The achievement and progress of pupils, including the more able and those with SEN, is satisfactory in all years. The reason for the contrast between achievement in examinations and tests and achievement seen in the school is the impact of improvements in practice that have been driven by senior managers over the past two years. Test and examination targets are appropriately challenging but they were not met in 2003. **Standards seen during the inspection were below average in all years.** Standards of literacy and numeracy are broadly average. Pupils in Year 10 are achieving better than pupils in Years 9 and 11.

Pupils' personal qualities, including their spiritual, moral, social and cultural understanding are developed satisfactorily. Attendance is broadly average in response to effective monitoring by school staff and support agencies but punctuality is unsatisfactory. Pupils' attitudes to learning are satisfactory.

Some good practice is helping to improve pupils' attitudes and behaviour but further action is needed. The school works hard to avoid exclusions by developing ways of meeting pupils' learning and personal development needs more effectively, a good example of which is the improvement of the curriculum in Year 10.

QUALITY OF EDUCATION

The quality of education provided by the school, including the quality of teaching and learning, is satisfactory. The strongest teaching (in the subjects fully inspected) is in English, design and technology, ICT, history, geography, music, physical education and religious education. Teaching is weakest in art and citizenship. When teachers do not manage pupils' behaviour successfully, learning suffers and this is most evident in Years 9 and 11. Teaching and learning are improving in response to strategies developed by senior managers.

The school is inclusive; it works hard to ensure that all pupils have full access to the opportunities that it offers. Pupils are cared for very well through the pastoral system and through the concern shown by all staff for their welfare. The curriculum is good and it has recently been improved by the development of more vocational courses in Years 10 and 11. Links with the community are very good and this substantially enhances the school's reputation.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The school is improving under the leadership of the head teacher and senior staff. All members of the senior team are effective leaders and managers. They are successfully changing practices within the school which in turn are having a positive impact on achievement. One successful strand of their work has been the improvement of middle managers' performance. Subject leadership is good. The good work of the senior management team is not yet reflected in examination and test results, but inspection evidence suggests the 2005 results will do so. Governors have a good understanding of the school's strengths and weaknesses and provide both support and challenge to senior staff. Despite positive moves to improve the school's work, they have not ensured that all statutory elements are in place and therefore governance is only satisfactory overall. Teachers are given good professional training and induction arrangements for staff are also good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a positive view of the school as indicated by their take up of places at the school, their responses to questionnaires and the views expressed at the pre-inspection parents' meeting. Pupils also have positive attitudes to the school. Parents are most impressed by the expectation for pupils to work hard and by the arrangements for helping pupils to settle into the school. Pupils feel that they belong to a good school and are well taught. The aspect of most concern to both pupils and parents is pupils' behaviour.

IMPROVEMENTS NEEDED

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

- To ensure that pupils achieve test and examination results that reflect their potential
- To improve the quality of teaching and learning in art
- To take further steps to improve the behaviour of a significant minority of the pupils
- To improve the citizenship curriculum by ensuring that the modules covered by subjects are carefully planned
- To work more closely with the middle schools to ensure that pupils are able to make even progress through an integrated curriculum

and, to meet statutory requirements:

- To ensure that curriculum requirements are met for ICT in Years 10 and 11 and for religious education in the sixth form
- To ensure that risk assessments are carried out appropriately in physical education
- To ensure that all pupils experience a daily act of collective worship

SIXTH FORM

The size of the sixth form is broadly average, serving 184 students. Five students have statements of SEN. It offers a range of courses leading to AS-level, A-level, AVCE, GNVQ and GCSE. Standards on entry are below average.

OVERALL EVALUATION

Provision in the sixth form is satisfactory. In 2003, students attained examination results that were below the national average and below average in relation to their GCSE results. Standards seen during the inspection were a little below average with students making satisfactory progress. The sixth form provides a positive environment for the personal and social development of students and the curriculum is good. Teaching and learning in the sixth form are good and students are offered positive levels of support. **The sixth form is cost-effective.**

The main strengths and weaknesses are:

- Good teaching that is characterised by strong subject expertise
- Students have positive attitudes to the sixth form: they particularly value the individual support offered by their teachers
- Attendance in Year 13 is unsatisfactory and student participation in the limited enrichment programme is low
- The sixth form is very well led and effectively managed by the new head of sixth form
- The quality of sixth form study accommodation is very good
- There is a lack of emphasis on the provision of key skills and the development of independent learning
- The school is in breach of statutory requirements with respect to the provision of religious education and an act of collective worship

The sixth form has developed satisfactorily since the last inspection. New courses and better support and guidance arrangements have seen provision improve significantly over the past year.

QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

Judgements about the provision in the subjects and courses inspected in the sixth form are shown below. They are based mainly on the quality of teaching and learning and how well students achieve. Not all subjects in the sixth form were inspected.

CURRICULUM AREA	EVALUATION
English, languages and communication	English: Good. Overall standards have matched the national average in recent years and students' performance in English language and in literature is above that in their other A-level subjects. There are particular strengths in English language and the overall performance of boys over time is better than that of girls. Achievement is good in response to very good teaching. Leadership is very good and management good. French and German were sampled.
Mathematics	Satisfactory: Examination results have been too low in recent years. Standards are improving as a result of staffing changes brought about by decisive management. Teaching is now good and students feel well supported. Current arrangements mean that students are compelled to continue with AS mathematics when a change of course would be more appropriate. Leadership is very good and management good.
Science	Biology: Satisfactory. Biology standards are below the national average. However, sound teaching enables most students to achieve appropriately. Leadership is good and management satisfactory. Physics and chemistry were sampled.
Information and communication technology	Satisfactory. Teaching and achievement are both good on the AVCE programme. Students attain standards that are comparable to or just below national averages. All sixth form students have good access to computers for independent learning and research but those not taking an ICT course are not given enough tuition in developing ICT skills.
Humanities	Geography: Good. Teaching and learning are good and give rise to good achievement and progress. Standards are average. Exam results are in line with national expectations. AS-levels show an improving trend and there has been an increase in the higher grades attained at A-level. Leadership is very good and

management good.

Sociology: Very Good. Very good teaching, including the use of a very wide range of resources, produces a very challenging learning environment. Students respond with very positive attitudes and their achievement is very good. Leadership and management are very good.

Psychology: Satisfactory. Students are taught by means of video conferencing – assessments and tutorials involve email and telephone contact. The subject knowledge of all tutors is very good but the course text and limited personal contact reduce the impact on learning and standards reached. The proportion of students achieving pass grades is above average but relatively few attain the higher A/B grades. Students enjoy their work and the popularity of the course is increasing. Leadership is unsatisfactory and management is good.

Religious education, law and history were sampled.

Engineering, technology and manufacturing

Product Design: Good. Standards in work seen were average although recent examination results were below average. Students perform to a higher level in the design and practical elements of the examination than in the written sections. Teaching, learning and achievement are good. The leadership and management of the department are very good.

Visual and performing arts and media

Art and Design: Good. Standards seen were average and students achieve well in both traditional and vocational courses because they benefit from good individual teaching and advice. Leadership and management are satisfactory. Music was sampled.

Hospitality, sports, leisure and travel

Physical Education: Good. Standards seen were average and the achievement of students is satisfactory. At AS-level they are enthusiastic and keen to do well. Teaching is good and expectations are high. The attitudes of some students at A2 are not always consistently positive, but written work is of good quality. Leadership is very good and management good.

Business

Travel and tourism, Leisure and tourism and leisure and recreation were sampled.

Business Studies: Good. The wide range of courses on offer is well matched to students' needs. Good teaching overall includes a significant element of very good teaching. Students' attitudes are very positive and their achievement is good. Leadership and management are very good.

The curriculum areas are broadly common across all post-16 education and training. They do not necessarily correspond with subjects and courses taught by the school. Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. Excellent and very good are equivalent to the judgement 'outstanding' in further education and sixth form college reports; poor and very poor are equivalent to 'very weak'.

ADVICE, GUIDANCE AND SUPPORT

Sixth form managers and teachers provide a good quality of support and guidance in Years 12 and 13. Information about sixth form courses is good and students are well prepared for the requirements of sixth form courses. The quality of advice offered in preparation for university entry is good, and students are very well informed about careers opportunities. There are clearly defined reporting and review procedures.

LEADERSHIP AND MANAGEMENT

The leadership and management of the sixth form is good overall. The new head of sixth form has identified appropriate priorities for development and is working energetically to raise standards and to build an environment that is conducive to learning. With her dynamic approach, she has been quick to enhance the image of the sixth form in the school as a whole. Students speak highly of her enthusiasm and of her personal concern for their welfare. Day-to-day administration is effective.

STUDENTS' VIEWS OF THE SIXTH FORM

Ninety-one students responded to the inspection questionnaire. Discussion between inspectors and a significant number of sixth form students, both formally and informally, indicates that students are very positive about the sixth form, the quality of teaching and the level of all-round support they receive. The strengths they have identified are justified.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards on entry to the school are below average. Standards seen during the inspection were also below average throughout the school. In English and mathematics, standards seen were average except in mathematics in the sixth form when they were below average. **The achievement of pupils is satisfactory in all years.** The performance of girls compared with that of boys varies in all years with no clear patterns emerging. The proportion of pupils from minority ethnic backgrounds is low and so conclusions about their relative rates of achievement are not conclusive; however, there was no evidence of noticeable underachievement. Standards have stayed at a similar level since the last inspection.

Main strengths and weaknesses

- Pupils do not achieve high enough results in tests and examinations
- In Years 9 to 11, pupils make most progress in design and technology, geography, music and religious education; they make least progress in art, French and citizenship
- In the sixth form, students make most progress (in the eleven subjects given a full inspection) in English, sociology, business, geography and art
- Pupils who take ICT courses make good progress in all years but progress is unsatisfactory for those in Years 10 and 11 who do not take an ICT course
- The unsatisfactory behaviour of a significant minority of pupils and weaknesses in the integration of the curriculum between Whitcliffe and its feeder schools are the main barriers to achievement

Commentary

1. Evidence from national tests, which mainly assess literacy and numeracy skills, suggests that standards on entry to the school are only slightly below average but Year 9 pupils also reveal significant gaps in their knowledge, understanding and skills in a range of subjects.
2. Responsibility for pupils' results in the National Curriculum tests taken at the end of Year 9 is shared between the school and its feeder schools. In 2003 the results were broadly average compared with schools nationally but well below average compared with the same pupils' results in the National Curriculum tests that they took at the end of Year 6.
3. **The trend in National Curriculum tests results over the past five years is lower than the national trend** and targets in all three subjects were not met by substantial margins, particularly in science, in 2003. English results have improved dramatically since the last inspection when they were very low. In 2003, results in English (particularly for boys) were better than results in the other two subjects (mathematics and science) but averaged over three years, results in the three subjects have been similar. The proportion of pupils gaining very high results in 2003 (Level 7 and above) was average in mathematics but well below average in English and science.
4. In mathematics and science, boys and girls perform similarly in the National Curriculum tests compared with boys and girls nationally. In English, boys gained relatively better results than girls compared with boys and girls nationally in two of the last three years. This represents a change since the last inspection when boys' results in English were substantially lower than those of girls. Very few pupils are from minority ethnic backgrounds and so comparisons of performance by ethnicity are unreliable.

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

Standards in:	School results	National results
English	33.7 (31.3)	33.4 (33.3)
mathematics	35 (34.2)	35.4 (34.7)
science	32.5 (33.2)	33.6 (33.3)

There were 390 pupils in the year group. Figures in brackets are for the previous year

5. **In 2003 pupils did not achieve as well as they should have done in the GCSE examinations.** The results were well below average compared with the same pupils' results in the National Curriculum tests taken at the end of Year 9. The trend in GCSE results has been broadly average over the past five years but there has been a decline in performance over the past three years. In three of the past four years the results have been below national averages although the school has received national achievement awards in 2001 and 2002.
6. All of the 2003 GCSE targets were missed. Fifty-one per cent of pupils were targeted to gain five A*-C grades but this was achieved by 40 per cent. The school only narrowly missed its target for pupils gaining at least one GCSE grade. Over recent years the proportion of pupils leaving with at least one GCSE qualification has been steadily rising to reach national average levels.
7. Although girls have gained higher results than boys in recent years, boys' results have been better than girls' results when compared with the results of boys and girls nationally. At the time of the last inspection boys' results were well behind those of girls. The school has therefore been successful in improving boys' GCSE results.
8. The proportion of pupils gaining A* or A grades was less than half the national average in both 2003 and 2002. This is only partly explained by the lower than average proportion of pupils who enter the school with very high standards. The proportion of pupils converting very high results in the National Curriculum tests into A* or A grades is also not high enough. Relatively more pupils gained A* or A grades in art, geography, physical education and design and technology than in other subjects.
9. In 2003 pupils gained relatively better results in design and technology, geography and statistics than in their other subjects. They achieved relatively worse results in English, mathematics, science and German. The underperformance of pupils in some subjects, such as English and mathematics, was due to a considerable extent to problems of staffing. Some pupils had a succession of temporary teachers which significantly disrupted their learning.
10. Evidence provided by the school indicates that substantial efforts were made to help keep disaffected Year 11 pupils in school and working productively in the run up to the GCSE examinations in 2003. In many cases their attendance was poor despite the school's best efforts. Four pupils failed to gain any qualifications. Two had serious behavioural issues (one never attended), one was transferred to another school but had to remain on the school's roll and the other rarely attended owing to disruptions in his home life.

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	40 (40)	52 (50)
Percentage of pupils gaining 5 or more A*-G grades	86 (87)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	96 (97)	96 (96)
Average point score per pupil (best eight subjects)	31.1 (34.7)	31.3 (34.7)

There were 382 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.

11. Taking into account performance in all subjects, standards seen during the inspection were below average in all years as they are when pupils enter the school.
12. The achievement of pupils is satisfactory. This represents a stronger picture than that painted by examination and test results and the main reasons for this are that:
 - the curriculum has been improved to include a more diverse range of courses to meet pupils' needs and abilities
 - a stronger emphasis has been placed on improving the quality of teaching, the impact of which is being seen in learning
 - assessment and the monitoring of pupils' progress has improved so that pupils are clearer about the strengths and weaknesses of their work and about what they need to do to improve
 - attendance and procedures monitoring pupils' personal development have been tightened and this has been successful in reducing the numbers of pupils leaving without qualifications
13. **Standards of literacy and numeracy are broadly average** which is a significant improvement since the last inspection when literacy skills were judged below average. As a result literacy was identified as a key issue for improvement.
14. The school accepts that pupils have under-performed at GCSE in recent years. Positive steps to tackle this issue have been taken, the results of which are evident in the achievement of pupils currently in the school, particularly in Year 10. The main factors leading to improvement have been better teaching and learning, more rigorous assessment and curriculum changes that motivate the pupils more effectively.
15. Some pupils in Years 10 and 11 do not achieve well enough in ICT because unless they take an ICT course, they do not receive enough help in developing their ICT skills. They are therefore not being prepared well enough for work or for further study.
16. Most pupils behave well and most teachers manage pupils' behaviour effectively but the unsatisfactory behaviour of a significant minority of pupils prevents them and others from achieving as well as they could.
17. Pupils in Year 9 have uneven knowledge, understanding and skills in the specialist elements of subjects. For example, in design and technology, some pupils are experienced in working with food while others are more familiar with the demands of working in resistant materials. Much of the curriculum time in Year 9 is spent ensuring that all pupils have the skills necessary to prepare them for GCSE courses.
18. In examinations pupils with SEN meet expectations and all are entered for GCSE. Achievement for pupils with SEN is satisfactory overall. They make at least satisfactory progress in all subjects and achieve well in RE, music and in the sixth form.
19. Achievement overall for more able pupils, included those gifted and talented, is satisfactory with good achievement in art and physical education in Years 11-16 and very good achievement in Years 12 and 13.
20. Only 3.5 per cent of pupils are from ethnic minorities. Overall, ethnic minority pupils outperform other pupils in the school in terms of their achievement but the numbers of pupils are too small for comparisons to be statistically significant.

Sixth Form

21. Standards on entry to the sixth form are below average. Most pupils enter the sixth form with an average GCSE grade score of between B and C.

22. **In 2003 students gained A-level results that were below national averages. The results did not fully reflect students' potential when compared with the progress students typically make nationally.**
23. The 2003 A-level results were below the national average for both male and female students. However, there has been a recent pattern of improvement in sixth form results. The overall A-level pass rate increased from 82 per cent in 1999 to 93 per cent in 2003. The sharpest increase came in 2003, with a jump from 87 per cent in 2002 to 93 per cent – the highest rate in the school's history. Exceptions were in mathematics, physics and music.
24. The proportion of pupils gaining A or B grades at A-level or VCE in 2003 was half the national average but was higher than in 2002. The AS-level pass results showed a similar improvement in 2003. The proportion of A or B grades was relatively high in design and technology, sociology and geography; it was relatively low in mathematics, physics, business studies, leisure and recreation, psychology and French. The proportion of pupils gaining A or B grades in the AS-level examinations was high in geography and music but in most subjects it was well below average.
25. Boys outperformed girls compared with the results of boys and girls nationally in both 2001 and 2002 but the results were more even in 2003. The reasons for the differences in performance between years are not clear.
26. Compared with their results in other subjects, pupils performed relatively better at A-level in art, design and technology and physical education in 2003; they performed relatively worse in mathematics, physics, music and geography. In the AS-level and VCE level examinations they performed relatively better in English language, English literature, general studies, sociology and travel and tourism; they performed relatively worse in ICT, mathematics, physical education, French and physics.

Standards in GCE A/AS-level and VCE examinations at the end of Year 13 in [year]

	School results	National results
Percentage of entries gaining A-E grades	86.6 (75.6)	91.5 (90.3)
Percentage of entries gaining A-B grades	15.6 (9.1)	36.1 (35.5)
Average point score per pupil	202.6 (202.3)	253.1 (254.5)

There were 74 pupils in the year group. Figures in brackets are for the previous year

27. In lessons observed and in the samples of work scrutinized during the inspection overall standards varied from below average in biology and mathematics to well above national averages in sociology. In the majority of lessons both male and female students were achieving at least satisfactorily. The achievement of students was good or better in three-quarters of lessons seen and students achieve best in English, sociology, business, geography and art (among the eleven subjects selected for a full inspection).
28. There are five students with statements of special educational need in the sixth form. Only one student does not have English as a first language. Overall, these students make the same rate of progress as their peers.
29. Students' standards in literacy and communication skills are broadly average. Overall, the numerical ability of students is below average. Standards in ICT are broadly average. Evidence from the inspection indicates that the independent use of ICT is good. Sixth form students make effective use of the Internet for research.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory but punctuality is unsatisfactory. Attitudes to school are satisfactory; however, behaviour is unsatisfactory. Aspects of personal development and spiritual, moral, social and cultural development are satisfactory.

Main strengths and weaknesses

- The attitudes and behaviour of the majority of pupils are good
- The unsatisfactory behaviour of a significant minority of pupils disrupts learning and achievement
- Punctuality, to school and to lessons, is unsatisfactory
- The monitoring of attendance and behaviour is very good
- Provision for pupils social and cultural development is good

Commentary

30. The school works hard to achieve attendance that is broadly at the national average. Unauthorised absence has commendably been reduced to the national rate. One in six pupils has very poor attendance and this is a particular cause for concern. Holiday-taking accounts for a significant amount of absence when parents do not give education a high enough priority.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.6
National data	7.2

Unauthorised absence	
School data	1.3
National data	1.1

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

31. Punctuality on arrival at school is unsatisfactory. Too many pupils are also late for lessons and this disrupts the flow of teaching and learning. Some pupils were also seen out of lessons wandering around the school. Although electronic systems record lesson attendance, the school has limited resources to chase up lesson absences daily and pupils take advantage of this loophole.
32. The attitudes of the majority of pupils to the school and to learning are good. Pupils feel that they are taught well and helped to do their best. Relationships between pupils and between pupils and teachers are generally good. In the classroom, the attitudes to learning of a minority are unsatisfactory and this prevents them from achieving as well as they could.
33. **Behaviour in one in five lessons seen in Year 9 was unsatisfactory.** A small but disruptive proportion of pupils hinders learning and lowers achievement. Most teachers manage this unsatisfactory behaviour well and in subjects where the teaching quality is highest, very little unsatisfactory behaviour was seen. When fully involved in lessons, pupils with SEN behave well and work hard to meet their learning and behaviour targets. In some lessons, however, the pupils fail to show an interest in the work and behave badly, demonstrating challenging attitudes to the teachers and to the work.
34. Behaviour around the school is good for the majority and is especially good where there is staff supervision. Behaviour along corridors and less visible areas is sometimes disorderly. Some bullying occurs but the school deals with it well when it is reported. The school recently ran a high profile anti-bullying campaign and is trying to stamp bullying out. A small amount of racism was reported but pupils from minority ethnic backgrounds confirm that they are happy in school and that racism is not an issue. The exclusion rate is at an average level nationally but it is relatively low compared with the number of pupils who display a range of volatile and very challenging behaviours. The school supports these pupils very well and, appropriately, only uses exclusion as a last resort.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	1330	59	0
White – Irish	3	2	0
Mixed – any other mixed background	6	6	0

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

35. Overall, the school makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
36. **Provision for spiritual development is satisfactory.** Arrangements ensure that all pupils have two weekly assemblies that provide some planned opportunities for pupils to reflect on moral issues. Arrangements in assemblies and tutor periods do not meet requirements for a daily act of collective worship. Religious education, physical education and music make good contributions to spiritual development. However, there is little evidence of planning explicit provision for spiritual matters in schemes of work.
37. **The promotion of moral development is satisfactory.** The school has a clear code of conduct based on moral principles. Whilst the system encourages pupils to distinguish right from wrong, it is not always consistently applied resulting in some unsatisfactory behaviour. There is some variation in the extent to which subjects promote moral development. Religious education is particularly effective in dealing with problems of suffering and evil in the world. In English, the level of debate that is encouraged is good.
38. **Provision for social development is good.** Relationships between pupils and teachers are generally good. Pupils have the opportunity to express their views through the School Council although this is in its early stages of development. Links with the community are very strong. For example, pupils have fostered very good relationships with residents living in nearby sheltered housing and on the local authority Turnsteads Estate. There is good practice in subject areas including English, geography, physical education, science and design and technology.
39. **Provision for cultural development is good.** A large and varied programme of visits takes place to theatres, museums, galleries and concerts. There is good participation in music, drama and literary events. However, there are limited opportunities for pupils to appreciate and celebrate the diversity and richness of other cultures. It is particularly strong in music but is underdeveloped in art.

Sixth form

40. Attendance is satisfactory in Year 12 but is unsatisfactory in Year 13. Recording of attendance is problematic when some students are engaged in peer mentoring programmes and do not attend registration.
41. Attitudes and behaviour are good and students enjoy the college system and the trust placed in them for making good use of private study time. Students are maturing into confident young adults but some lack the study skills required for independent learning and this is a weakness. There are some good opportunities for enrichment, especially the Year 9 reading challenge and the gifted and talented peer mentoring. Students also organise charity work in school and the *shoobox campaign* in particular is very successful. The take up for enrichment elsewhere, however, is low.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The curriculum is good and the care and guidance given to the pupils is very good. Teaching and learning are satisfactory overall and improving.

Teaching and learning

The quality of teaching and learning in Years 9 to 11 is satisfactory and in Years 12 and 13 it is good.

Main strengths and weaknesses

- The school's work to improve teaching and learning is having a positive impact
- When behaviour in lessons is unsatisfactory, pupils do not learn as well as they should
- A small minority of teachers do not manage pupils' behaviour effectively
- Teachers have good knowledge of their subjects and use this to good effect when planning lessons
- Problems recruiting appropriately qualified and skilled teachers for English and for temporary illness cover particularly in mathematics have prevented some pupils from achieving as well as they should have done in tests and examinations
- Assessment and the monitoring of pupils' progress have improved since the last inspection and are now good

Commentary

42. Teaching and learning were judged good at the time of the last inspection. Teaching and learning are now satisfactory for pupils of all abilities but improving.
43. The profile of lesson grades was broadly average compared with inspections nationally. Teaching is better in the sixth form than in Years 9 to 11. Nearly nine out of ten lessons were judged good or better in the sixth form compared with two-thirds of lessons in Years 9 to 11. Teaching and learning were strongest in Year 13 and weakest in Year 11. The highest proportion of very good or excellent lessons were in English, history, business, music and sociology.
44. Considering all the lessons observed, achievement was less good than teaching and this was largely because of incidences of unsatisfactory behaviour. In some of these lessons, teachers were unable to manage the challenges presented by the pupils and too little productive activity took place. In other lessons, pupils' unsatisfactory behaviour resulted in unsatisfactory achievement despite the teacher's best efforts.

Summary of teaching observed during the inspection in 195 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (1%)	42 (22%)	98 (50%)	43 (22%)	8 (4%)	2 (1%)	0 (0%)

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

45. Teachers are knowledgeable and well qualified to teach their subjects. They plan lessons effectively and work hard to engage and interest the pupils. Most are successful in helping pupils to learn but where teachers do not manage the more challenging behaviour of a significant minority of pupils, learning and achievement suffer. This is one of the remaining barriers to pupils achieving as well as they could in tests and examinations.
46. Over the past two years greater emphasis than in previous years has been given to the improvement of teaching and learning through whole-school approaches. The promotion of this initiative has been

assigned to one of the assistant headteachers who has tackled it with enthusiasm and energy. A variety of teaching and learning strategies have been introduced, many of which were first discussed with staff during a training programme led by an outside consultant. The Key Stage 3 strategy has also been implemented effectively and a teaching and learning group was set up which encourages teachers to experiment with new methods and to observe each other in the classroom.

47. Observation of lessons confirms that the majority of teachers have embraced many of the ideas that have emerged from the teaching initiatives and that this has helped to improve learning and achievement. This is one of the main reasons why the quality of provision observed during the inspection is better than that suggested by the examination and test results.
48. **The teaching of literacy is satisfactory but the teaching of numeracy is unsatisfactory.** Literacy is well developed within English and supported satisfactorily by work in other subjects. Numeracy is well promoted in mathematics but no one is in charge of numeracy across the school and a number of subjects do not have numeracy policies. Provision is therefore not planned well enough.
49. More able pupils learn at a similar rate to other pupils in class. They are also given opportunities to develop their talents and gifts further through numerous clubs and activities outside of school hours. Good examples of this are found in music and drama; however, the school does not have a planned programme to maximise more able pupils' achievement.
50. **The teaching of pupils with SEN is satisfactory overall.** In the most effective lessons, pupils learn and behave well. In these lessons teachers have a good knowledge of the pupils' needs and are usually successful in adapting their methods and learning materials to meet different requirements. Teachers' expectations are high, classroom management is good and teaching assistants are used well to support pupils in their learning. Where teaching is less effective, it is because planning is not sufficiently well matched to pupils' requirements and teaching assistants are not used well enough to maximise learning. In these lessons, pupils have more difficulty coping with the tasks, fail to see their relevance and behave less well.
51. **Over recent years the school has experienced difficulty in recruiting appropriately qualified and skilled teachers for English and for temporary illness cover particularly in mathematics.** This has resulted in some classes having learning disrupted over an extended period of time which in turn has led to lower than expected examination and test results. The situation has improved recently but it is not resolved.
52. One teacher successfully became accredited as an advanced skills teacher in the summer of 2003. Since then she has begun to support colleagues within the school and has achieved good success with a programme of support for history in the feeder middle schools. All the schools involved have been very positive in their feedback about the programme.
53. One of the outcomes of the work in history with the feeder schools was that it became clear that pupils in the different schools received very different experiences of the subject. The advanced skills teacher has written a number of modules of work to help draw aspects of the curricula together and this has been seen as a significant step forward by all parties.
54. The teaching of music is particularly strong. Target setting is very good and this results in pupils understanding that they have to produce high quality work. Teachers' relationships with the pupils are excellent and the mixture of this friendly approach with purposeful, well-planned lessons results in pupils achieving well in Year 9 and very well in Years 10 and 11.
55. **While the setting of homework is satisfactory overall, its potential for raising achievement is not fully used.** This is most notably the case in history and art.

Sixth Form

56. **Teachers plan well and set clear objectives for their students.** They use their own strong subject expertise to enliven lessons and engage students. Tasks are appropriate and supported by the good use of resources.
57. Very good classroom relationships with groups of students underpin the best teaching seen in the sixth form. Students make the most significant gains in lessons when they are provided with the structure to acquire new skills, knowledge and understanding. Where teaching is very good, as in English, sociology and history, teachers provide a consistently high level of challenge and are sensitive to the needs of individuals. They deliver active lessons that generate high levels of interest and result in very good learning. Where teaching has less impact on learning, as in biology, teachers show a tendency to give information rather than to encourage students to think for themselves.
58. In her bid to develop independent learners, the head of sixth form is underlining the importance of student-centred learning and is encouraging departments to seek students' views on teaching and learning styles. Many students enter the sixth form with poor study skills and need particular support in developing their capacity to work independently.
59. Overall, teachers know their students well. Where opportunities arise, many are generous in investing personal time to offer direction outside lessons. The support offered to the five SEN students is good.
60. Based on inspectors' discussions with students, it is clear that students consider that teaching is a key strength in the sixth form. They particularly value the accessibility of their teachers and their readiness to offer individual help and advice.

ASSESSMENT

61. **Procedures for assessing standards and progress are good.** The provision and analysis of assessment information for individual pupils has improved since the previous inspection. There is now greater consistency of marking within subjects and a stronger emphasis on tracking individual pupils' progress towards their target grades or levels in individual subjects. The present structure has been in place for about a year but some subjects are not yet making best use of it. However, because formal meetings are held each term between heads of subjects and their line managers to review progress towards subject targets, this is sharpening understanding.
62. An aspect of assessment which the school, quite rightly, has indicated as needing greater attention is the accurate measurement of pupils' attainment on entry to the school in order to further improve target setting.
63. The thoroughness and constructiveness of assessment in subjects is good overall. In Years 9 to 11 it is very good in ICT and good in English, mathematics, design and technology, geography, French, music and religious education. It is unsatisfactory in citizenship and art.
64. Pupils have a satisfactory understanding of how they can improve the quality of their work but this is the area of assessment that needs most attention in subjects.

Sixth Form

65. The quality of assessment is good and it is effective in helping students improve the standard of their work. Assessment practice is particularly effective in ICT and history. Individual student target grades for each subject are set using a commercial scheme that bases predictions on GCSE performance. Target setting helps to inspire students to increase their efforts. The progress reporting system also contributes to effective learning and achievement. Students are very aware of these target grades. Students who give any cause for concern or who appear to be underachieving are given good support.

The curriculum

The curriculum is good and it has been improved in recent years particularly with the addition of a good range of vocational courses. All statutory requirements are met in Year 9 but they are not in Years 10 and 11 and in the sixth form.

Main strengths and weaknesses

- The school provides good access to the curriculum for all pupils, including those with SEN
- The sixth form curriculum includes a good range of AS, A-level and vocational courses, some of which are offered in response to students' demands
- The curriculum has been developed well over the past two years, particularly in the provision of vocational courses
- Opportunities for enrichment are very good in Years 9 to 11, especially in sport and the arts
- The Key Stage 3 strategy is well implemented
- There are weaknesses in some subjects in the continuity of pupils' subject knowledge on entry to the school
- The school does not meet statutory requirements for ICT in Years 10 and 11 and for religious education in the sixth form
- Citizenship is not taught and co-ordinated effectively but provision for practical citizenship is good

Commentary

66. The breadth and balance of the curriculum is good. In Year 9, in addition to statutory subjects, pupils study drama and can take both French and German. The Year 10 and 11 curriculum has been well developed since the previous inspection to include opportunities for pupils to study vocational courses in addition to more traditional ones, including GNVQ ICT, leisure and tourism, and applied GCSE business, applied GCSE art and design and applied science. Particularly good provision is made for the most disadvantaged pupils, including three days in school for English, mathematics, food technology, ICT and work-related activities, and two days in community and work placements. The Key Stage 3 strategy is well embedded in most subjects, with the exception of art and design. The personal, social and health education programme (PSHE) is supported by effective links with external specialist agencies for careers, health, drugs and sex education.
67. Opportunities for extra-curricular activities are a significant strength of the school. Many pupils regularly take part in a good range of team sports and matches in local leagues, area and friendly fixtures. Many opportunities for pupils to play musical instruments are well provided by the local music service that has a base in the school. This leads to some good quality ensembles to enrich the life of the school and wider community. There is a major high quality dramatic production each year which involves significant numbers of pupils as actors, musicians, designers and stage-hands. The school regularly organises visits to enrich the educational experience of many pupils both within and outside academic subjects, including those to France and Germany for language pupils. Substantial numbers attend the annual ski trips to the French Alps. Field trips are regularly organised in several subjects including science, geography and history. Many pupils participate successfully in the Duke of Edinburgh award scheme. Many pupils are also involved in fund raising events to support charities.
68. The GNVQ ICT programme is of good quality, but meets the needs of only half of the Year 11 cohort and therefore ICT provision does not satisfy statutory requirements. This was also the case at the time of the last inspection but significant improvements have been made to provision and plans are in place to ensure that statutory requirements will be met during the next academic year.
69. The citizenship curriculum meets statutory requirements but it is not planned carefully enough and therefore pupils have an uneven experience of the subject. The status of the subject is too low. Pupils are not aware that they are following a citizenship course and achievement in the subject is unsatisfactory.

70. Pupils entering the school have gaps in their knowledge, understanding and skills particularly in ICT, design and technology, art, English, geography, history, physical education, French and music. This has a negative impact on the progress they make, particularly in Year 9.
71. Curriculum provision for pupils with SEN is good. The ACCESS centre is a very good resource for those who are experiencing a range of difficulties from behavioural and learning to temporary physical ones. Here pupils are given individual attention to support them in their return to mainstream classes. A Year 9 skills course is effective in reinforcing basic literacy and numeracy skills. In Years 10 and 11, the withdrawal of pupils from lessons supports them in their preparation for GCSE coursework and so ensures that they overcome their difficulties and can complete courses. Equally, the ASDAN course motivates pupils, focuses on life skills and enables them to receive accreditation for their achievements.
72. A new two-year alternative curriculum is provided for pupils with SEN in Year 10 who would benefit from work-related courses as well as being entered for GCSE. Pupils attend school for three days. They have training at Batley on the fourth day and this leads to certification in the Open College Network Youth Training Award. The fifth day is spent on community activity and work placements. Pupils talk with enthusiasm about the course and observation of provision endorsed this view. It is already proving successful in improving attendance and reducing exclusions although its impact on standards has yet to be proven.
73. The school makes satisfactory provision in the curriculum for its gifted and talented pupils. It has clear processes for identifying these pupils and this involves the staff and parents. The co-ordinator of the provision effectively supports the teaching staff by suggesting classroom strategies and by providing resources. There is a good mentoring scheme where Years 12 and 13 are paired with Year 9 gifted and talented pupils to support them. Monitoring of this and other strategies, however, has not yet been developed. Provision within lessons is satisfactory in most subjects. Teachers are usually aware of the needs of these pupils and many ensure that there is sufficient challenge in the lessons.
74. The school does not make specific provision for pupils whose first language is not English. There are no pupils at an early stage of language acquisition at the school.
75. Provision for pupils' personal, social and health education is satisfactory. Curriculum time is shared with citizenship and careers education, but the programme does not yet fully distinguish between the two. Within the range of topics covered, pupils are taught the dangers of drugs and alcohol abuse, and the programme is enhanced with a detailed, useful module of instruction in first aid. Sex education is taught through religious education, and emphasises the importance of responsible behaviour in personal relationships.
76. Curriculum needs are generally well served by specialist teachers and support staff and few teachers are required to contribute outside their main area of specialist expertise. Recent appointments of both teachers and managers have mostly been very successful. The school makes strenuous efforts to provide specialist cover in cases of long-term teacher absence but the use of temporary teachers, for example in English and mathematics, does sometimes have an adverse effect on pupils' achievement.
77. Accommodation is good. There are great strengths in drama, history, physical education and the learning resource centre, and good accommodation in English, SEN, geography and music. The original school accommodation is still inadequate for current needs and space for modern foreign languages is in poor condition and overcrowded. Some rooms for ICT are inadequate as teaching spaces because they are cramped and poorly ventilated. The school is well aware of the benefits of a good learning environment on the quality of learning and as a result, the accommodation is well managed with maintenance in the hands of a good support team. The learning resource centre gives good support for independent learning at all levels; it has improved greatly since the previous inspection.

78. Learning resources are good. They are very good in science, drama, history, and in the learning resource centre, and good in English, modern foreign languages, SEN, geography, music, physical education, religious education and vocational and business education. There are weaknesses in art, where ICT resources are inadequate. There is a clear system of funding to departments balanced with a bidding system linked to development planning. Extension activities are funded through a trustees discretionary fund to which all staff can make bids, and which supports both individual need and exciting extension activities in many areas. The provision of learning resources has improved substantially since the last inspection.

Sixth form

79. The curriculum offers a good range of AS and A-level courses. Some subjects such as psychology (offered by distance learning), human biology and media studies have been provided in response to student demand. The range of vocational courses is also good with courses available in art and design, business, ICT, leisure and recreation, and travel and tourism. GCSE re-sits are also available in mathematics and English. The school's recent acquisition of business and enterprise status will create further opportunities including the European driving licence course.
80. As a result of the school's good policy of inclusion and the implementation of Curriculum 2000, the sixth form is increasing in size. Students with SEN are supported very well and achieve well, several gaining places at university. Provision in Year 12 and 13 for more able pupils is good. Pupils work at an appropriate pace and are provided with activities that stretch them further.
81. Most students embark on four AS-level subjects in Year 12. However the level of attainment on entry is often below average. In Year 13, students typically continue with three subjects to A-level. Good provision is made for student mentoring and the provision of extra academic support in Year 12. Good support is provided on choice of subjects, career paths and entry into higher education. However links with universities, except for two local universities, are currently under-developed.
82. A limited range of enrichment activities are on offer and the take-up is low. However, some students are keen to take on responsibility when offered, for example through the school sixth form committee, working with younger students or working in the community.
83. The school does not meet statutory requirements for the provision of religious education in the sixth form and students do not experience a daily act of collective worship.
84. Accommodation in the sixth form is very good. Students take full advantage of the good learning environment across the school. They also have very good dedicated study space which supports individual learning and supports their independent status within the school.
85. Resources are good in the sixth form. Funding strategies mirror those in main school in supporting a broad and balanced curriculum and its development, and responding to individual need.

Care, guidance and support

The care offered to pupils is very good. Advice and guidance for pupils based on monitoring of their academic and personal development is good. Pupils' views are effectively canvassed and form part of the school's plans for improvement. The quality of provision has been maintained since the last inspection.

Main strengths and weaknesses

- The pastoral system is a key strength of the school; pupils and students are supported very well
- The procedures for health and safety are very thorough
- Induction arrangements for pupils joining Year 9 are good
- The school's child protection procedures are very good but inadequate communication from social services means that the school sometimes has difficulty providing appropriately targeted support to children at risk

- Careers advice is good and pupils are given good general support in making university applications but links with universities are not strong enough

Commentary

86. In their questionnaire and in discussions, pupils praised the help and support they receive from staff as an important strength. Pastoral staff are very knowledgeable and actively monitor pupils to an individual level and are able to channel further support effectively. Access to the range of school expertise and external agencies enables wider educational issues to be addressed and this has major benefits for learning. Inclusion is a strength, especially when pupils who have been excluded or are experiencing difficulty coping with school get high quality support from the "Access" provision.
87. Despite good procedures and the school's best efforts to report any child protection suspicions, the school receives insufficient information back from social services to maximise its provision of support. Following intervention during the inspection, social services have agreed to produce the personal education plan for the student in public care as soon as possible.
88. Pupils' medical conditions are catered for well. All the routine health and safety checking systems and risk assessments are carried out at the right frequency apart from risk assessments in the physical education department. A point of concern was the relatively high number of injuries sustained as a result of bad behaviour. Pupils who were ill or injured were seated at the open front reception area and had little comfort or privacy.
89. Assessment data is used effectively to support and guide pupils academically. Pupils are aware of their current performance in most subjects and are also aware of their target examination and test grades. Mentoring arrangements for Year 11 pupils are proving successful for helping the borderline GCSE candidates improve. Year 9 pupils were also observed getting some very effective coaching from support staff using Key Stage 3 learning challenge materials.
90. Year councils and pupil surveys gauge views effectively and the Year 9 dining area design was influenced in this way. The impartial advice for post-school transition to the sixth form, other further education colleges or employment is good. Induction arrangements are also good for pupils joining the school in Year 9 and pupils settle quickly and happily when they start school. Thereafter, as pupils move up through the school there are further valuable induction processes for each year.
91. **Provision for careers education and guidance is good at all levels.** For students of compulsory schools age, careers education is embedded in a well-designed programme with an appropriate focus at various stages. In Year 9 there is work on GCSE option choices and self evaluation skills while in Year 10 all pupils have the opportunity to go on work experience; the work experience programme is organised well. Year 11 students have access to information on colleges and further education opportunities, and very good advice on local employment. The school draws on its own resources, in which careers education is taught by a skilled and well qualified staff. Calderdale and Kirklees local education authorities help with the work experience scheme and the careers service (Connexions) maintain offices, counsellors and an extensive careers library on site.

Sixth form

92. Students are very pleased with the strong support and guidance they receive both from their teachers and their tutors. They strongly praised the head of sixth form who has an open door and listens to students' views, and offers care and advice when it is needed on an individual basis. Students feel that a structured system for seeking and acting upon students' views more widely would be even more effective. Students are very pleased at recent improvements to careers education and guidance.

93. **Students are given good general advice and guidance on university entrance.** Links with universities are not strong enough, however. The school has very good links with two universities - Huddersfield and Leeds Metropolitan – but links with other universities are under-developed. Students report that the provision of advice for 6th formers leaving education to enter employment after AS or A-level is good, supported by advice and drop-in sessions with Connexions advisers. They were also appreciative of the careers advice given by tutors. Structured advice about careers is offered as part of the general studies course, which is not compulsory and is held outside the school day.
94. Students taking psychology and law do not have enough support from within the school to supplement the very good support that they get from their tutors via the videoconference link.

Partnership with parents, other schools and the community

Links with parents are good and links with other schools and colleges are also good. Links with the wider community are very good. The good provision in this area has been maintained and further developed since the last inspection.

Main strengths and weaknesses

- The school is popular, highly regarded and is oversubscribed
- Links with middle schools are good but curriculum links are not strong enough and this is detrimental to achievement
- The links with the community enrich learning across the curriculum and extend personal development very well
- Parents and the local business community raised most of the funds to pay for the successful specialist school status bid

Commentary

95. Parents are mostly supportive of their children's education and other activities such as the very successful concerts and school productions. A minority of parents do not value the education being offered to their children and do not give the school enough support.
96. The school communicates well with parents not only to deal with issues but also to praise and commend pupils for good work and meeting targets. Parents are informed when pupils misbehave and their help is enlisted to try and "nip" any emerging poor behaviour in the bud. The joint approaches to help improve behaviour are effective.
97. The quality of information for parents on how their children are performing is good. A particular strength is the information parents receive at year group transition meetings and accompanying details of what to expect and how to support pupils as they move up through the school. All communications are well written and keep parents fully in touch with school news, activities and achievement.
98. **Overall, annual reports provide satisfactory information** about the standard reached and progress made towards targets, but they sometimes lack clear crisp information as to how pupils might improve. The Year 9 reports are weakest in this respect. In addition to the annual reports, parents are informed by letter each term of progress towards targets. As well as annual subject parents' evenings, parents are invited to the annual review day in December where form tutors review pupils' progress on meeting their various targets. The assessment timetable ensures that all pupils' progress is formally monitored across all subjects and parents/carers have the opportunity to be informed at least once a term. Pupils whose progress gives cause for concern are mentored and given targeted support.
99. The parent questionnaire indicated a good level of satisfaction across most aspects of the school. Parents are surveyed both formally and informally and do influence school planning. Recent surveys have indicated some issues with homework which will feature in the next school improvement plan.

100. Pastoral links with feeder middle schools are good enabling smooth transition into Year 9. Curricular links are developing but are not strong enough and this prevents pupils from achieving as well as they could, particularly in Year 9. Some pupils commented that they were repeating work in Year 9 that they had covered previously because pupils from other feeder schools had not had the same level of experience. Inspection evidence from Year 9 revealed variations in pupils' knowledge, understanding and skills within subjects.
101. Links with local colleges supporting the alternative curriculum are good. Effective links with Leeds University provide good opportunities for trainee teachers who support learning well.
102. The school is very much at the heart of the local community and links offer some tremendous benefits for learning. Work placements and business links provide rich learning resources for vocational education and the alternative curriculum. The latter is further supported by weekly visits to the Batley Centre. Musical and sporting links are real strengths.
103. The school has the confidence of all the communities that it serves. It is actively involved in local groups like residents' association and supports local initiatives and deals with local issues. It takes its social responsibilities very seriously and tries hard to help pupils become considerate to other members of the community. Relationships with the community improved considerably when the school stopped allowing pupils to leave the premises at lunchtimes. Links with external agencies are very good especially for behaviour support, careers guidance and aspects of personal and social education.

Sixth form

104. Links with other sixth forms and further education providers are good and the school takes an active part in sharing good practice locally. There are good links with Leeds and Huddersfield universities especially for helping students raise aspirations and encouraging them to consider higher education. Links with other universities to enrich areas of learning are limited. There are weaknesses in the management of the linked distance learning provision for psychology.
105. Links with local businesses are very good. Sixth formers led the presentation to the local business community when seeking funding for the successful business and enterprise college bid. The business studies department has some superb links with local high quality companies, which benefit learning greatly. Links for work placement for vocational courses such as leisure and tourism are also very good. Sport and music links with the community are strong when students use the sports facilities on campus and are involved with the Kirklees Music School, which is hosted by the school. Students would like to do more community voluntary work but are restricted by timetable difficulties.

LEADERSHIP AND MANAGEMENT

Leadership and management by senior and middle managers are good. Governance is satisfactory.

Main strengths and weaknesses

- Senior and middle managers provide good leadership and have been effective in improving provision particularly over the past two years
- Inclusion is promoted well
- Good links have been established with feeder schools but the curriculum is not well enough integrated to ensure that pupils are able to learn most effectively
- The new head of sixth form is leading its development very well
- Management and staff have not yet had a decisive enough impact on ensuring that all pupils behave well in school

Commentary

106. The school has many strengths and it is improving under the leadership of the headteacher and senior staff. However, examination and test results are not high enough and therefore the provision offered by the school is satisfactory overall rather than good. Leadership and management were judged good at the last inspection and this quality has been maintained.
107. Over recent years, reasons for the gap between pupils' below average performance in tests and examinations and the quality of the assessed provision in the school have not been explained. Measures taken by the headteacher and senior management team over the past two years have begun to unravel the issues as seen by the improving picture of achievement. Successful strategies include:
- the expansion of the curriculum, particularly in vocational courses which has broadened opportunities for pupils of all abilities;
 - a stronger focus on improving the impact of teaching on learning;
 - more rigorous assessment and monitoring of pupils' progress;
 - tighter attendance monitoring procedures.
- Three further issues that have a negative impact on achievement have yet to be resolved:
- the unsatisfactory behaviour of a significant minority of pupils;
 - the cohesion of the curriculum between the school and its feeder schools;
 - some unsatisfactory teaching from temporary members of staff; for example, in English and mathematics
108. The headteacher has the confidence of staff, governors and parents and has successfully recruited a skilful senior team who are collectively leading improvements in the school. He has an open style of management which gives managers and staff the opportunity to contribute ideas and take responsibility for innovations. Relationships between staff are good and there is a good sense of teamwork.
109. The headteacher is supported well by the senior management team. The deputy headteacher has led the improvement of staff development through improved monitoring of the quality of work in the classroom and has good partnerships with other members of the senior team. All of the assistant headteachers have made significant contributions to the improvement of the school and are respected by staff.
110. The school identified all of the issues raised by the inspection in its development planning and its own self-evaluation gradings were broadly in line with inspection findings. This indicates that it has a good understanding of its strengths and weaknesses. Progress towards implementing the development plan is well monitored but the order of priorities in the plan and the precision of success criteria need improvement.
111. Most issues raised by the last inspection have been tackled well but improvement is only satisfactory because examination and test results have not risen as much as they should and because ICT provision still does not meet statutory requirements in Years 10 and 11. Recent improvements in provision suggest that the school is now making better progress and that examination and test results will rise, particularly from 2005.
112. **The school promotes inclusion well.** The curriculum has been developed to offer more learning opportunities to pupils and considerable care and guidance is offered to try and help pupils make good use of the educational opportunities on offer. Exclusion is used appropriately and as a last resort.
113. Governors have a good understanding of the issues facing the school and of most of its strengths and weaknesses. They support and challenge senior staff both in formal meetings and by fulfilling roles such as chairing behaviour panels. Governors bring a range of expertise into the school owing to their diverse experience of, for example, business, politics and the church. This is beneficial to the school because their knowledge and understanding enhances the quality of debate.

114. Governors have not ensured that legal requirements are fully met but plans are in place to do so. Not all pupils are guaranteed to receive their curriculum entitlement for ICT in Years 10 and 11, religious education is not taught in the sixth form, risk assessments have not been conducted appropriately in physical education, and not all pupils have the opportunity for a daily act of collective worship. The school has substantially improved the provision for ICT over the past two years by improving the curriculum, appointing a strong head of department and improving resources. Further plans are in place to meet statutory requirements in the next academic year. Religious education is taught well in the sixth form and the subject has high status but not enough planning has taken place to meet requirements for all students. The school has taken reasonable steps to fulfil the requirements for worship by making appropriate arrangements for assemblies and by integrating opportunities for reflection within tutor periods. The failure to conduct risk assessments in physical education in 2003 was an oversight in an otherwise very strong provision for health and safety.
115. Senior staff take much credit for the development of middle managers. The leadership of middle managers is good and in a number of subjects it is very good. Most middle managers have been successful in leading the improvement of provision in their areas, particularly over the past two years. Management is also good because most middle managers have developed good self-evaluation systems, the outcomes of which are translated into action planning.
116. The leadership and the management of provision for pupils with SEN are satisfactory and satisfactory improvement has been made since the last inspection. Statutory requirements are met and the head of department and support staff work well as a team. A key area for improvement, however, is the monitoring of achievement of SEN pupils in lessons to ensure that Individual Education Plans and teaching assistants are being used efficiently to raise standards. The 'Alternative Curriculum' for pupils in Years 10 and 11 prepares pupils at risk of disaffection well for the world of work.
117. Recent action to improve the quality of subjects' work has been taken. In English, for example, the leadership of the department was judged to be failing and therefore the post-holder was replaced. Leadership in English is now very good, teaching and learning are both good and achievement is rising.
118. Newly qualified and temporary teachers appreciate the good support which is provided for them. Performance management is having an increasingly positive effect on the quality of teaching. In-service training is linked well to both departmental and whole school development planning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	4,572,407	Balance from previous year	113,848
Total expenditure	4,569,273	Balance carried forward to the next	116,982
Expenditure per pupil	3,280		

119. Leadership and management of finance is satisfactory. A projected carry forward will be reviewed when mid-year Learning Skills Council post-16 funding adjustments are made. The school does not attract any additional funding from national initiatives that benefit schools in more socially deprived areas but it has recently acquired specialist college status for business and enterprise education and this extra funding will assist future developments. Appropriate financial systems are in place to ensure that the progress of the budget is monitored effectively and that financial control is secure.
120. Principles of best practice are adhered to and the governors use benchmarking data to compare budget headings with similar schools. The last audit report of 2001 has now been implemented. The

link between the senior management team, the finance committee and full governing body is satisfactory though there is a need to better measure the impact of spending upon standards.

Sixth Form

121. **The quality of leadership in the sixth form is very good.** The new head of sixth form provides a clear educational vision for the development of the sixth form, which is reflected in her commitment to raise standards and improve student motivation. The sixth form managers ensure that daily administrative arrangements, systems and procedures work well.
122. The sixth form is an important part of the school as a whole. Students are known well individually and benefit from good levels of personal support from sixth form managers. The head of sixth form is accessible and generous with her time. She demonstrates a very genuine interest in the welfare of her students. With her dynamic approach, she has been quick to enhance the image of the sixth form and earn the esteem of the students. Her own enthusiasm is reflected in very positive student attitudes and an increase in applications to the sixth form from Year 11 pupils. The quality of communication with other staff and the senior management team is very good.
123. The tutor programme has recently been re-structured to underpin the work of key staff. The school recognises the need for tutors to make a stronger contribution to the personal development of students and to play an active role in guiding and supporting them. The effective use of tutor time will depend on tighter monitoring of student commitments in relation to their attendance.
124. Those students joining the school in Year 12 are provided with a good level of support. Induction arrangements are currently being reviewed in order to enhance the levels of expectation and challenge on entry to the sixth form.
125. The school's strategies for monitoring sixth form performance have been upgraded by the head of sixth form and are now of a good standard. Appropriate priorities are being set for the future. Overall, planning for change and improvement reflects the forward-looking character of the sixth form and the determination to achieve better academic standards.
126. Funding is used in a cost-effective way to give students a good curriculum and a good quality of teaching.
127. The statutory requirements to offer religious education and to hold a daily act of worship are not met.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN KEY STAGES 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching leads to good progress in lessons for most pupils
- Standards are in line with the national average in Year 9. National Curriculum test scores are much improved since the previous inspection
- GCSE results remain significantly below the national average despite improvement since 1998
- Good management and very good collaborative leadership have helped the department to move forward in recent months
- The inability to recruit suitable temporary English teachers has had an adverse effect upon the achievement of some pupils this year and in previous years

Commentary

128. **Standards in Year 9 are in line with the national average and the achievement of pupils is satisfactory.** Results in the National Curriculum tests in 2003 matched the national average for all schools and reached the levels expected when compared with pupils' prior attainment. This represents a considerable improvement upon results in 2002 and a major improvement compared with standards reported in the previous inspection report. Improvement is due to better teaching, in-service training focussed on the teaching of Year 9 and better liaison with contributory schools. In lessons, good opportunities are created for pupils to practise and develop speaking, listening and reading skills and to write regularly in a wide range of styles. In cases where small groups of pupils with low literacy skills and particular educational needs are taught together, they work within the framework of the National Curriculum so that they are not disadvantaged in tests.
129. **Standards of work seen in English in Years 10 and 11 match the national average overall and achievement of pupils overall is satisfactory.** Nevertheless, the GCSE examination results in English in 2003 were significantly below the national average despite a pattern of steady improvement in the years from 1998. English literature results were better in 2003 but were still below the national average which is an appropriate target for the school. A number of factors are responsible for this underachievement: poor attendance by some pupils, difficulty in recruiting specialist English teachers and suitable temporary teachers, some pupils in Year 11 not completing essential coursework and not being entered for examinations or performing below their potential. In addition the absence of a key teacher prior to examinations in 2003 had an adverse effect on the performance of a higher ability set. The work in progress, including the completed GCSE course work, indicates standards overall which are appropriate for the age group. All but one of the lessons sampled showed that achievement in classes is good. One group of pupils in Year 11 is underachieving as a result of having a succession of temporary teachers since September. This is despite the school's considerable efforts to minimise the damage caused by ensuring that course work is complete and by preparing appropriate work.
130. **Teaching and learning and are now good in Years 9, 10 and 11.** They are much improved since the previous inspection. In a number of lessons teaching and learning were judged to be of a very high standard. The subject expertise of teachers is strong. They plan lessons well to use time very effectively and engage pupils actively in a range of reading, speaking, listening and writing activities. The level of challenge is usually high for all pupils irrespective of their attainment set. The teachers have a clear understanding of the individual needs of all pupils including those who are designated gifted and talented or with SEN. Standards of writing are good with most teachers advising pupils

clearly on how to improve. Teachers enjoy good relationships with pupils in all year groups; behaviour is good.

131. **The management of the department is good and the newly constituted leadership team of the department works very well.** The recently appointed head of department draws well on the considerable expertise and strengths within the department in supporting new and inexperienced colleagues and in moving the department forward. Schemes of work are being revised, a departmental handbook is in process of completion, more frequent and productive meetings are now held and an effective marking policy has been put in place. The department team now works closely with senior managers to seek improvement in teaching and learning, particularly so in Years 10 and 11 where the target is to improve GCSE performance. The internal analysis of examination performance is now more rigorous and assessment procedures are much stronger than they were at the time of the previous inspection. Pupils in the present Year 11 are showing confidence in the strength of teaching in the department by opting in larger numbers for English language and English literature at AS and A-level than was the case last year. A new media studies course to start in September 2004 is already well subscribed.
132. **The department has improved since the previous inspection,** particularly in the quality of teaching, the use of assessment information and in the attainment levels of pupils by the end of Year 9. Pupils with particular needs are now recognised more readily and receive support.

Language and literacy across the curriculum

133. **Literacy skills are broadly average within Years 9, 10 and 11.** This represents progress since the previous inspection when the improvement of literacy and oracy skills was indicated as a key issue. Subject inspectors found that standards overall in reading and writing enabled pupils to have full access to the curriculum. English teachers are adept at helping pupils who lack confidence in writing to construct sentences then paragraphs. Teachers of modern foreign languages also make a good contribution to the development of literacy skills. Speaking skills are encouraged and developed well in drama, English, modern foreign languages and religious education. Where opportunities are provided in these subjects, pupils speak well, especially in role, as was seen in drama and English lessons. One of the school's reasons for increasing the time allocation for English in 2004 is to provide more scope for developing speaking and listening skills.
134. The implementation of the school's literacy policy is reviewed regularly by the teaching and learning committee. The major training for the school was undertaken in 2001 but subject areas keep their own policy documents up to date. All teachers have access to the central records of reading ages, spelling ages and test scores for new entrants but not all teachers make full use of this information. There is evidence, however, that most teachers highlight new technical vocabulary on whiteboards and in many departments they display groups of words relevant to the topics studied. A useful development in the current academic year is a spelling notebook for pupils in Year 9 which provides subject specific vocabulary lists, spelling strategies and space for recording necessary vocabulary needed for homework. The planners for pupils in Year 10 and 11 also now include information on spelling strategies.
135. The school's library resource centre is a very valuable and well-used resource for supporting pupils' personal and teacher-directed research. It also provides a good range of fiction appropriate to the age group. The library has been greatly extended and improved since the previous inspection. It provides very good support for independent learning from 8.15 am to 4.15 pm. and is a focal point in the school for various reading activities, book fairs, careers information, and sixth form study.

Modern foreign languages

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

Main strengths and weaknesses

- Standards at the end of Year 11 are lower than they should be
- Pupils arrive in Year 9 with gaps in their knowledge, understanding and skills

- The quality of teaching is improving and encompassing a wide range of appropriate methods
- The unsatisfactory attitudes and behaviour of some pupils hinder their achievement
- Good leadership of the department ensures a firm commitment to improvement

Commentary

136. **In Year 9, standards in both French and German are below average**, but because a significant number of pupils arrive at the school with large gaps in their knowledge and skills, **the achievement of pupils is satisfactory**. Pupils who study German do not have enough time to reach average standards.
137. **In Year 11, standards are below average**. Pupils reach higher standards in listening and reading than they do in speaking and writing. They fail to apply grammatical rules accurately. **Achievement is unsatisfactory** because many pupils do not have positive attitudes to their learning in spite of the best efforts of their teachers. Unsatisfactory behaviour in some classes also impedes overall progress. In 2003, GCSE results in French and German were well below the national average. In German, they were also well below those gained by pupils in other subjects. Improvements were seen in Year 10, where pupils have chosen to study French or German. They show positive attitudes to their work. Standards are satisfactory and represent satisfactory achievement.
138. **The quality of teaching is satisfactory** throughout the school, but **the quality of learning in Year 11 is unsatisfactory**. Teachers plan their lessons well. They use a wide range of strategies to help pupils to develop their understanding. Especially in Year 10, the foreign language is used effectively by teachers in lessons with well-motivated pupils and contributes to some high levels of attainment. Teachers ensure that pupils with SEN are often actively involved in their learning in Year 9, enabling them to make satisfactory progress. Sometimes, particularly in Year 11, a lack of pace, coupled with difficulties in managing challenging behaviour, holds back pupils' learning. Many pupils in Year 11 do not apply themselves well and therefore they do not acquire the knowledge and skills they need to succeed.
139. **Leadership of the department is good**. There are clear, well-considered plans for the future direction of the subject. Daily organisation is good. Schemes of work are comprehensive and detailed. Procedures are clear. The head of department is well respected and in recent years has created a cohesive team. **Management is satisfactory**. Procedures for assessing progress are particularly effective in letting Year 9 pupils know how to improve. As a result of effective monitoring and an emphasis on teaching and learning, the quality of teaching is improving and beginning to have a positive impact on the attainment of some pupils.
140. **Improvement since the previous inspection is satisfactory**. Assessment procedures are more effective. ICT is used well to help pupils with their learning. Teachers use a wider range of methods. There is capacity in the department now to improve further and so raise levels of attainment.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of leadership is very good, in spite of serious illness
- Management is good; some difficult but incisive decisions have been made in order to improve the quality and consistency of teaching.
- Teachers have very good knowledge of the subject and the examination specifications
- Although results at the end of Year 9 and Year 11 are at the national average there is some evidence of underachievement attributable to severe staff absence experienced in the recent past
- There is a good level of quality support made available to improve teaching
- Much of the teaching is good and some very good – pupils respond well to pace and skilful questioning

Commentary

141. Results in the 2003 Year 9 National Curriculum tests were average. They were well below those expected from the pupils' results in their Year 6 national tests. This may be explained as the outcome of severe staffing problems, some involving illness over the previous two years. The overall trend over the last five years has been one of steady improvement, broadly in line with the national trend. Girls' results are improving at a slightly greater rate than boys'. Girls' results in 2003 were very slightly higher than boys' – in line with the national picture.
142. GCSE results in 2003 were broadly in line with national averages. There has been an upward trend in results over the last three years. However, the 2003 results are much lower than would be expected from the pupils' results in their Year 9 national tests – in marked contrast to the situation in the previous two years. This is a result of the staffing problems, already mentioned above. For the last four years boys have consistently outperformed girls, which is contrary to what is seen nationally.
143. Some pupils in the highest ability groups take a GCSE in statistics in addition to mathematics. This requires a weekly lesson after school. The results achieved are above average.
144. **Standards of work seen were broadly average at Years 9 and 11.** This supports the overall picture given by the test and examination results. However lesson observation and scrutiny of workbooks indicate that current levels of achievement are broadly satisfactory in Years 9 to 11 in contrast to the statistical analysis of national test and examination data which suggest unsatisfactory levels of achievement. This apparent contradiction can be explained by recent improvements in overall teaching resulting from changes in staffing supported by a core of good teaching.
145. Pupils with SEN and those who are identified as gifted and talented make similar progress to their peers. Teachers are aware of pupils' individual special needs and have extension work available for the more able. The mathematics department effectively has its own learning support assistant (LSA), who works well, as a result of good liaison, with classroom teachers.
146. **Teaching is satisfactory** overall, but within this there is a nucleus of consistently good and some very good teaching. Where the teaching is very good, the use of open-ended questioning enthuses pupils and results in a vibrant learning experience. Where teaching is unsatisfactory, there is a lack of pace, a failure to provide support for all pupils, and opportunities are missed to challenge pupils to develop their mathematical thinking further. Pupils often behave poorly when teaching is unsatisfactory and this also contributes to unsatisfactory learning. Teachers have very good subject knowledge and homework is set regularly. They have a good knowledge of examination requirements and ensure that pupils are well prepared.
147. **Learning is satisfactory.** Pupils are particularly sensitive to the quality of teaching. They respond well to good teaching, but react negatively to unsatisfactory teaching. Given good or better teaching pupils are attentive, take a pride in the presentation of their work and contribute in class.
148. The curriculum is satisfactory. There is provision for after school revision and coursework classes. Literacy is supported by the use of mathematical vocabulary displayed on classroom walls and by teachers making an issue of any new vocabulary that arises. There are some opportunities for extended writing in Year 9 and in GCSE coursework. There are places identified in the scheme of work for using ICT to support learning which is an improvement since the previous inspection. Gifted and talented pupils have the opportunity to enter national mathematic competitions.
149. Assessment is good overall and pupils are aware of their target levels or grades. Regular, end of unit tests for all pupils allow the identification of any drops in progress and enable the progress of different sets to be monitored. Work is marked regularly but it is not always crystal clear as to what pupils might do to improve the work. Ongoing assessment of pupils, by well-directed questioning, is good.

150. **Leadership is very good**– a very good example is set to members of the department. Care is taken in the selection of examination specifications. Leadership is reflective and self-critical – even during times of serious ill health. There is a strong commitment to improve teaching and learning; illustrated by timely, considered and appropriate use of external agencies to provide support. **Management is good**, although staffing difficulties have meant that some management functions have been put on hold and issues have had to be prioritised. Nevertheless some necessary but difficult decisions have been made. The development plan does not make connections between action to be taken and its impact on achievement.
151. There has been **satisfactory improvement since the last inspection given recent staffing problems**. Amongst specific improvements are the integration of ‘using and applying mathematics’ activities into the schemes of work, greater use of ICT, more constructive day-to-day marking and clearer setting criteria. A considerably more settled staffing situation looks likely to bring improvements in standards and achievement.

Mathematics across the curriculum

152. **Standards of numeracy are average**. Pupils’ numeracy skills acquired in mathematics support their progress in other subjects. The majority of pupils have a satisfactory recall of basic number facts and use calculators appropriately. However some of the least capable have a poor recall of multiplication tables and tend to use their fingers for counting. Some of these pupils also lack confidence in their ability at mental arithmetic.
153. Pupils in all year groups have opportunities to practise and apply their numeracy skills in other subjects. In art, pupils confidently use the correct mathematical vocabulary to describe and name shapes. They read scales, interpret and draw various graphs in science. Use of formulae and other algebraic skills are practised in ICT whilst constructing spreadsheets; basic numerical skills are used to check that these are correct. Pupils draw and interpret a range of graphs and tables in geography and history. Within the planned provision for citizenship there is reference to the gathering and interpretation of data.
154. **The overall planned provision for numeracy and the teaching of numeracy skills within subjects is unsatisfactory**. There has been whole-school staff training and subjects have each performed an audit of numeracy. Nevertheless, not all subjects have numeracy policies and schemes of work that specifically indicate planned numeracy provision. Without this element of planning pupils’ experiences are uncertain and ad hoc. At present there is not a numeracy co-ordinator in post.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good implementation of the National Strategy for science by a well-led and cohesive team of teachers is raising standards
- Ineffective classroom management complemented by poor attitudes to learning makes some lessons unproductive
- A good range of strategies for raising attainment and interest are being implemented
- For some pupils, unfinished work and poor marking by teachers lowers standards
- ICT is used effectively by pupils to improve their learning
- Work for the more able pupils is often not sufficiently taxing

Commentary

155. **Standards seen in Year 9 were below average; the achievement of pupils was satisfactory**. Results in the 2003 national tests, taken at the end of Year 9, were below the national average for all

schools and also to those seen in similar schools. More able pupils attained the Level 6 national average. Whilst the achievement of the pupils is lower than that expected from their national tests in Year 6, it is as expected between Years 8 and 9. In the 2003 tests there was no difference between the performances of boys and girls, but boys' results have been declining in the last two years. From 2000 results rose faster than the national trend to the national average, but 2003 saw a slight decline. Pupils were seen to be making satisfactory progress during lessons and in their work and standards reflected the test results.

156. **Standards seen in Years 10 and 11 were below average; the achievement of pupils was satisfactory.** In 2003 the department ran GCSE courses in single and in double award science. Standards in the single award were well below the national average for grades in the range A* to C and below for grades A* to E. In double award GCSE standards for grades A* to C were below national average, but they were in line for grades A* to E. Girls did better than boys. Most pupils achieved the grades that would have been expected progressing from their Year 9 national tests. There has been an upward trend to results in recent years. Observations of lessons and examination of pupils' work showed pupils, including those with SEN, making satisfactory progress.
157. **The quality of teaching is satisfactory and it is resulting in satisfactory learning** for most pupils. Some good and very good lessons were seen, but there were also some unsatisfactory ones. All teachers are implementing the national strategy for science which has resulted in clear learning objectives, testing new learning at the end of lessons and three-part lessons with starters. The most successful lessons observed were those where all these were done well with the work well matched to the pupils' abilities, good variety and warm relationships. The impact has been to make pupils think more about what they are doing and derive more satisfaction from their learning.
158. Lessons are less successful when work is not well matched to pupils' abilities, when lesson activities are not varied and when teachers do not manage pupils' behaviour effectively. Also, weaker teaching does not expect pupils to think for themselves; for example, pupils work to recipes when conducting practicals rather than designing experiments themselves and their ideas are not sought to drive a topic forward. Under these conditions they lose interest and are inclined to behave badly, so much so that sometimes little can be learned by anybody. Pupils generally enjoy practicals; they work well together and generally handle apparatus with care and confidence. Whilst some teachers mark pupils' work well with useful corrections and suggestions for improvement, others do not give enough care to this aspect of their work. The weak marking of work by a minority of teachers results in some pupils getting away with not completing work.
159. **The leadership and management of the department are good.** The curriculum is constantly under review and there are numerous strategies being tried to raise attainment and to match courses to the pupils' needs; such as closer working with the feeder schools and the introduction of applied science this year. Learning is supported by well-informed teachers and very good resources, which are well deployed and maintained by very good technicians. Pupil use of ICT is very well promoted, but there is a lack of teaching aids in this area such as projectors, which could also promote learning in the classrooms and via the science intranet. There are some splendid new laboratories but also two of the old ones are without services. The monitoring of teaching and marking are areas that need further development. Pupils' literacy and numeracy are encouraged but there is a lack of extended writing. **Improvement since the last inspection has been satisfactory.**

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, provision in information and communication technology (ICT) is **unsatisfactory**: however the quality of ICT provision is **good** in Year 9, and for those enrolled on examination programmes.

Main strengths and weaknesses

- Statutory requirements for ICT are not met in Years 10 and 11 but plans to remedy this are in place for the next academic year
- Pupils and students enrolled on courses achieve well

- Consistently high quality of teaching contributes to the raising of standards and achievement
- Assessment and the monitoring of pupils' progress are very good
- The very strong implementation of the Key Stage 3 Strategy in Year 9 helps develop the uneven and often unsatisfactory levels of ICT skill with which children enter the school
- Governors and senior staff have successfully introduced GNVQ and VCE programmes in (respectively) Years 10 and 12, which has improved curriculum provision substantially
- There has been substantial investment in ICT facilities, for which there is effective technical and website support

Commentary

160. **Standards for the current Year 9 are broadly in line with national averages which represents good achievement from a relatively low starting point.** Last session's figures for Year 9 (showing 85% of the cohort achieving Level 5 or above) are probably not reliable. The current target for 70% of Year 9 pupils to achieve Level 5 or better is both robust and realistic, taking account of the varying - and often unsatisfactory - levels of prior ICT attainment with which pupils enter Year 9.
161. **Standards in Years 10 and 11 are below average and the achievement of pupils is unsatisfactory** because a substantial proportion of pupils do not have the opportunity to develop the knowledge, understanding and skills required by the National Curriculum. Pupils on examination courses, including those with SEN, achieve well. Boys and girls achieve equally well. Pupils on the current GNVQ programme have done work of a high standard, and there is a strong achievement profile in those GNVQ modules undertaken, with a good percentage of merit and distinction grades.
162. **Teaching from the recently established team of teachers is good.** This consistently high quality of teaching, much of it very good or better, contributes to the raising of standards and achievement. Teachers are working hard to remedy inherited deficiencies; however pupils' poor behaviour and inadequate learning skills are constraints on learning. Learning is satisfactory in Year 9 and good (for those on ICT courses) in Years 10. Practice in assessment and tracking is very good, and helps pupils understand both the criteria on which their work is judged and the strategies they must adopt in order to improve. Strong teacher commitment offers lunchtime and afternoon clubs and drop in sessions.
163. **Leadership in ICT is now very good, sustained by very good management of the department.** Pupils and their achievement are at the centre of a clear vision for ICT, promoted effectively by key staff. The strong implementation of the Key Stage 3 Strategy in Year 9 helps develop the uneven and often unsatisfactory levels of ICT skill with which children enter the school. There has been a successful introduction of GNVQ and VCE programmes in (respectively) Years 10 and 12, starting to reverse unsatisfactory curricular provision at those stages. ICT provision is grounded in excellent planning and very strong departmental management. An effective team has been created in which there is mutual support and challenge. Procedures are well established for self evaluation, the monitoring of pupils' progress and the application of the resulting analysis to improvements in teaching and learning.
164. **Progress since the previous inspection has been unsatisfactory** because there are still pupils who do not fully receive their curriculum entitlement in Years 10 and 11. However, governors and senior staff have made considerable progress in tackling the issue. There has been substantial investment in ICT capital resource and infrastructure, both from national funding and the school's own resources to develop ICT facilities, for which there is effective technical and website support. The increase in staffing numbers, and the appointment of a strong team from September 2003 has been particularly significant. To tackle the statutory issue, the school initially gave all subjects the responsibility of making a contribution to developing pupils' ICT skills. This did not work and was appropriately abandoned in favour of increasing the opportunities for pupils to take ICT courses leading to nationally recognised qualifications. Around half the pupils in Years 10 and 11 now take such courses and all pupils have the opportunity to take another accredited course outside normal lesson times. The school is about to meet requirements for all remaining pupils by modifying schemes of work in English, mathematics and science.

165. Several of the rooms used for ICT teaching are unsatisfactory, with teaching and learning constrained by poor layout, inflexible space and a lack of ventilation or air conditioning which leads to enormous heat gain and detracts from pupils' ability to focus or concentrate.

Information and communication technology across the curriculum

166. The use of ICT to support learning across the curriculum is good. This is the result of the school taking decisive action to improve provision, particularly over the past year. Many departments make very effective use of ICT in learning - particularly design and technology, science, mathematics, physical education - and in the development of literacy and numeracy skills. Schemes of work now comply with statutory requirements. The level of hardware provision means that many departments have access to clusters or suites of terminals and staff have received nationally accredited training. Much student work is word processed, and ICT is used for presentation, internet based research, the design and making of artefacts, manipulation of sounds or data and for analysis of information - for example in science where spreadsheets are used to analyse information derived from data capture and data logging. There is increasingly good use of interactive whiteboards. In a number of areas however (art, for example) provision and use are either not yet satisfactory or constrained by difficulty of access.

HUMANITIES

167. **Social science was sampled.** Social science results were below average in 2003 but these were a significant improvement on the results in 2002. Girls' results were better than boys'. Girls' results at A* - C were above average and much higher than the boys in this grade range; however, boys' results improved significantly in 2003 and the number of non-entries was reduced. Three lessons were seen. Teaching and learning were satisfactory in one Year 11 lesson. A well-planned series of activities enabled students to compare and contrast the rich and poor nations of the world and see their impact on the consumption of the world's scarce resources. Learning was no more than satisfactory because a number of students showed a lack of determination in their desire to learn. Teaching and learning were very good in another Year 11 lesson. Activities and lively discussion were very effective in enabling students to understand the differences between the primary, secondary and tertiary sectors of the economy. The level of challenge in discussion was very good with students arguing how different activities should be classified. Discussion was well managed to bring out changes in the economy over time. Teaching and learning were good in a Year 10 lesson. Students completed a worksheet activity on how the law protects consumers and the circumstances when there is no protection. Many students initially found the idea of legal protection difficult during the worksheet activity. A lively discussion in the second half of the lesson built their confidence and understanding well. They were able to argue the "rights and wrongs" of different situations when goods had been purchased.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- The introduction of new teaching methods is having a positive effect on pupils' achievement
- Strong leadership and management have led to an improvement in standards since the last inspection
- More regular monitoring of teaching and learning so that inconsistencies in pupil achievement can be reduced
- A good system of assessment and monitoring of progress enables pupils to see clearly how well they are doing

Commentary

168. **Standards seen in Year 9 were average.** This represents a rise in standards in view of the below average attainment on entry to the school in geography.
169. **Standards in Years 10 and 11 are average.** In the GCSE examinations in 2003, 65 per cent of pupils achieved A* to C grades compared to 58 per cent nationally. This represents a significant improvement on the 2001 and 2002 results, which were below the national average. This was due to a change to a more appropriate and interesting syllabus and to good guidance provided for pupils in preparation for their examinations. There was no difference in the performance of boys and girls.
170. **In Year 9, pupils achieve well and are making good progress.** Pupils with SEN make good progress through the use of resources that meet their learning needs and with the assistance of a departmental learning support assistant. More able pupils are identified but there is a need to provide for appropriate work to cater for their needs.
171. **Pupils achieve well in Years 10 and 11 and their progress is good.** There are some instances of underachievement in Year 11, particularly amongst the boys due to unsatisfactory attitudes and behaviour. This generally occurs when the pupils are required to concentrate on written work for any length of time.
172. **Teaching and learning are good.** There is no significant difference between the quality of teaching in Years 9, 10 and 11. Teachers have good subject knowledge; they are able to challenge and develop points raised by pupils, which helps to further knowledge and understanding. The introduction of new teaching styles is in its early stages but already positive results are evident. A variety of methods are used to maintain the interest of the pupils. The final part of lessons requires further work to include time for pupils to produce a quality written summary of their learning.
173. Resources are designed to match the varied needs of pupils. Generally the work has sufficient challenge although more demanding tasks are required by more gifted pupils. Pupils' behaviour is generally managed well but some instances of poor attitude in Years 10 and 11 leads to underachievement. Group work is a particular strength of teaching and is enjoyed by the pupils. Assessment of pupils' work is good. Classwork is graded and there are useful written comments by teachers for pupils to act on and improve. Pupils are aware of the level they are working at and the targets they need to work towards in order to improve. Key words and definitions are emphasised by teachers. However, methods of recording them require further development. Pupils use computers whenever facilities and opportunities allow.
174. **Leadership is very good.** There is an awareness of the developments that are threatening the status of the subject and the action needed to counteract them. Teachers work well as a team and are well placed to ensure further improvements. **Management is good.** Pupils are set targets and progress is monitored. In examination classes, underachieving pupils are identified and appropriate action is taken although there is no formal system for younger pupils. Data is used well to evaluate the effectiveness of the department and good practice is shared amongst teachers. More regular monitoring of teaching and learning is required so that inconsistencies in the quality of teaching and learning can be reduced.
175. **Improvement since the last inspection has been very good.** Standards and achievement have risen and marking is now more informative so that pupils know what they must do to improve. The introduction of new teaching methods is having a positive effect on pupils' progress.

History

Provision for history is **satisfactory with good features.**

Main strengths and weaknesses

- Teaching is of good quality
- Teachers deliver lively lessons that are carefully designed to enhance the development of skills

- There is a clear commitment to raise standards and heighten interest in history, which is reflected in the growing popularity of the subject at GCSE
- Standards are just below national expectations; girls significantly outperform boys
- Homework is not always challenging especially for higher ability pupils
- There are inconsistencies in the quality of marking

Commentary

176. **Overall, standards are broadly average throughout Years 9 to 11.** In 2003, teachers' assessment of pupils' performance at the end of Year 9 indicate that the girls are performing well above the boys. There is a similar pattern at GCSE. In 2003, the boys' results were below national expectations whereas the girls' results were in line with national averages. In 2003, 58 per cent of pupils achieved grades A* to C.
177. **Achievement is at least satisfactory in Year 9.** Pupils arrive at the school with below average levels of skills in the subject. This was evident in Year 9 lessons where a significant proportion of pupils showed a lack of understanding of basic historical concepts. Pupils make satisfactory to good progress in lessons due to the focused teaching of basic skills. Most pupils have learned that history is based on evidence, and all, including those with SEN, can extract information from a variety of source material. Whilst the majority develop good listening skills, small groups of pupils demonstrate a propensity to be easily distracted in lessons unless classroom management is tight. Most pupils show a developing sense of chronology. Lower ability pupils have difficulty in understanding the concepts of cause, consequence and change. Many pupils find their greatest challenge in synthesising from a range of historical evidence and in recalling information accurately.
178. **Achievement is satisfactory in Years 10 and 11.** Higher ability pupils are beginning to construct coherent historical arguments. All pupils use sources to support their narratives but many – and in particular boys - find difficulty in developing their references at length. Although ready to follow the instructions of their teachers, only the most able pupils demonstrate the confidence required to pursue lines of historical enquiry independently. Lower ability pupils lack the conceptual agility required to make effective links. By the end of Year 11, the majority of pupils are still dependent on their teachers for their learning.
179. **Teaching is of good quality.** Examples of very good classroom practice were observed in both key stages. Particular strengths of teaching include good levels of specialist knowledge, skilful questioning, positive expectations and brisk, interesting delivery. These qualities are underpinned by well designed learning materials that provide variety and systematically structure learning experiences. **Enthusiastic teaching impacts directly to produce good learning.** Pupils enjoy the challenge of history lessons and show interest in class. However, more emphasis could be placed on the development of independent learning skills through the regular application of challenging homework assignments. There are some marked variations in coursework performance that suggest pupils require more support in meeting deadlines. The use of ICT as a teaching tool is good when deployed. More benefit could be derived from this resource with greater access to school computers.
180. **The leadership of the head of department is effective** in maintaining the profile of history in the school. There is a clear commitment to raise standards and to improve pupil motivation. **Day to day departmental management is satisfactory.** Levels of co-operation amongst teachers are good – but there is room for greater coherence and a stronger focus on the sharing of best practice – especially that of the Advanced Skills Teacher. Assessment procedures are effective and marking is regular. Pupils have a clear indication of how well they are doing, but there are instances when they receive insufficient information as to how they could improve their performance. Many pupils would also benefit from clear guidance in checking the grammar and sense of their writing, and the use of vocabulary. **Overall, improvement since the last inspection has been satisfactory.**

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching and learning is leading to improved standards
- The majority of pupils achieves well, though relatively few reach the highest levels
- The subject is very well led and effectively managed
- Assessment information is not used well enough in curriculum planning
- Learning experiences make a strong contribution to pupils' personal development
- Girls outperform boys in examinations by a greater margin than found in most schools

Commentary

181. In the "short" GCSE examination in Religious Studies in 2003, the proportion of passes in the A*-C range was close to but below the national average and girls outperformed boys by a greater margin than found nationally. Passes in the A*-G range were also below average and the school's targets for the subject were not met. Results in 2002 were broadly similar.
182. **Standards seen in Year 9, where pupils begin the "short" GCSE course were below average.** Nevertheless, in relation to their starting points on entry to the school, **pupils achieve well.** Most pupils are developing a sound appreciation of Christian teaching in relation to issues such as humanity's responsibility to the natural world. Only higher ability pupils are beginning to use evidence appropriately in explaining different points of view. In the work of lower ability pupils, knowledge and understanding is better developed than their capacity to use it in support of personal opinions on issues studied.
183. **Standards seen in Years 10 and 11 were average. Pupils make good progress in Years 10 and 11 and achieve well.** This is because teachers have recently shared their most successful strategies and have based lesson planning around ways of learning, which they know pupils prefer most. Teaching resources, particularly textbooks, have also recently improved in both quality and range. Evidence from pupils' written work indicates that the quality of writing of all groups of pupils improves rapidly through Years 10 and 11. However, more girls than boys reach average standards and relatively few pupils reach the highest levels. Pupils' special educational needs are well known to teachers and they make generally similar progress to other pupils.
184. **The quality of teaching and learning is good.** Key strengths are the teachers' skills in encouraging good behaviour and positive attitudes to learning and the way in which they use their subject expertise to challenge pupils. Expectations are made very clear and reinforced well throughout the lesson. Learning activities make good use of the pupils' own experiences as a starting point. This helps teachers to ensure that pupils can reflect on religious attitudes to issues in the light of their own values and beliefs and so makes a powerful contribution to their spiritual and moral development. Marking is regular and helpful and pupils are also beginning to learn how to assess their own progress. Assessment procedures are good but assessment information is not analysed in ways which would enable it to be used more effectively to improve curriculum planning. All pupils have planned opportunities to use computers to support their learning.
185. **Improvement since the previous inspection has been good.** Issues raised then have been attended to, teaching and learning is now good and standards are improving. **The subject is very well led and effectively managed.** There is a very good vision for subject improvement, which is being translated into effective action, for example through close attention to ways of improving the quality of teaching and learning.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Pupils gain higher examination results than they do in other subjects
- Pupils behave well in response to good teaching and the good balance between design and practical work
- Standards on entry vary considerably between pupils and between the separate disciplines within the subject
- The leadership of the subject is very good
- Pupils need to be given more opportunities to develop independent approaches to learning and discussion skills

Commentary

186. In 2003 the pupils' standards at the age of 14 are at **the national average**, as judged by teachers' assessments. Pupils' work, by the age of 14, seen during the inspection was at the **national average** though significantly variable.
187. Standards for GCSE examinations in 2003 were broadly average having increased over the last three years. The courses undertaken allowed pupils to study in one or more of the following material areas: textiles, food, graphics, product design or resistant materials. GCSE results are higher than pupils gain in their other subjects and there is no significant variation of results between these different material areas. **Standards of pupils' work seen during the inspection, in all material areas, were average in all years.**
188. **The achievement of pupils in Years 9 is good for all material areas, though significantly variable.** Groups of pupils in many classes have noticeably different strengths in the various areas of design and technology. Pupils make significant progress across this year. There is a good balance of achievement between designing and making activities. Pupils develop their designing skills whilst making progress in using a range of materials, tools and equipment. They show proper respect and a sense of responsibility for the working areas and the equipment they use. Pupils are able to use their technical understanding to explain about the use of particular pieces of equipment and their effect upon what they are designing and making. They are also able to test and evaluate products and show that they understand their nature.
189. **In Years 10 and 11 pupils' achievement is good** in all material areas. Coursework folders show that achievement is very good for significant numbers of pupils. Pupils' work is highly organised and clearly follows the design and make process according to the requirements of the examination. Pupils show a range of graphical techniques with significant industrially-related computer-aided design techniques. They are well able to design, make and test their products.
190. Attitudes and behaviour seen during the inspection in design and technology lessons were very good. Access to computers in design and technology is very good which helps to speed up and enhance design work and the quality of folder work in all material areas. The department makes a good contribution to developing literacy skills through the use of technical word lists and activities in all material areas, though pupils' ability to work more independently and to discuss are underdeveloped.
191. **Teaching and learning are good** in all material areas and in all years. Teachers have good classroom management and organisation routines and practices. They have good subject knowledge which is used to support pupils well in design and make activities. The carefully planned lesson structure enables a wide range of different activities to safely take place with a good degree of pace, to ensure all pupils concentrate well. Pupils are always told at the beginning of the lesson what

they are about to do and what is expected of them and their learning is helped by very good resource sheets and a rich learning environment. At the end of lessons, a short evaluation session enables pupils to reflect on how successful they have been and why. Pupils enjoy their work which is an objective of the department's policy towards teaching through an 'activity' led approach.

192. The department does not have a detailed understanding of pupils' knowledge, understanding and skills at the beginning of Year 9 and this is a barrier to achievement. As pupils move through the school, appropriate consideration of what pupils have learnt is used to ensure that all pupils make progress towards targets, including pupils with SEN and those with particular talents. Marking is consistent and encouraging, providing clear direction on how pupils should improve their work. Homework is used satisfactorily to both prepare for and extend the work in lessons.
193. **Leadership is very good and the department is managed well.** The head of faculty ensures the department functions as a coherent unit with common systems for the management of learning consistently deployed by all staff. Good quality learning resources have been produced to guide and support pupils. There is a detailed handbook with improvement plans for the department and schemes of work meet National Curriculum and external examination requirements. **Good progress has been made in tackling the issues identified at the previous inspection.**

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- The majority of pupils underachieve in art throughout Years 9 to 11
- Teachers provide pupils with a supportive and well-disciplined learning environment
- There are inconsistencies in teachers' approaches to planning, assessment, homework and marking
- Pupils have insufficient opportunities to generate and manipulate art work using ICT

Commentary

194. Pupils enter the school with below average standards in art. At the end of Year 9 **standards remain below average and the achievement of the majority of pupils is unsatisfactory**. Results in the 2003 GCSE examination were below the national average, marking a decline from the previous year, although a few pupils achieved the highest grades. **Standards at the end of Year 11 are below average and the achievement of the majority of pupils is unsatisfactory**. Pupils with SEN achieve in line with others. Those identified as talented in art do well in Year 11.
195. Whilst individual pupils show good levels of skill in a range of media, the majority demonstrate weaknesses across the curriculum, particularly in observational drawing. Design work is often imaginative but insufficiently supported by thorough research. Sketchbooks vary widely in quality of presentation, content and annotations. Few pupils use art-specific terminology with confidence. Pupils demonstrate limited understanding of the significance of artists they have studied and their ability to evaluate art is weak.
196. Pupils underachieve in art because **the quality of teaching and learning is unsatisfactory**. Teachers' expectations of pupils are not high enough. Pupils do not sufficiently develop and extend their skills in lessons that lack clearly explained aims, are poorly paced and accept inappropriate levels of pupil chatter during practical activities. Teachers rarely challenge pupils with incisive questioning. Pupils are unclear about how well they are doing or how they might improve because of inconsistencies in teachers' approaches to marking and assessment. Homework is only sporadically set and rarely marked with detailed comment for improvement. Pupils show good attitudes in art when teachers manage them well and provide good levels of encouragement, advice and support.

197. **Leadership and management are unsatisfactory.** The new head of department has identified some important areas for development, such as pupil progress reports, but there is a lack of vision and a lack of innovation in approaches to the curriculum and teaching. Although some new schemes of work have been introduced, some in Year 9 are outdated and miss opportunities to develop pupils' literacy, numeracy and ICT skills. Approaches to planning, assessment, homework and marking are inconsistent which impacts on pupils' learning where lessons are shared between teachers. Greater liaison is needed with feeder schools to ensure pupils develop key art skills prior to entry.
198. Pupils are given negative messages about the value of their work where art rooms are untidily set out and storage of their work is poorly managed. Pupils have insufficient opportunities to use ICT to generate art work. Few enrichment activities are provided. The loss of the dedicated gallery space means that there is no central area for the display of pupils' achievements. Art's potential to enrich pupils' multi-cultural education is currently under-developed. **Improvement since the previous inspection has been unsatisfactory**, particularly in the quality of teaching.

Drama

Drama is taught as a separate subject to all pupils in Year 9. It is a popular optional course for pupils in Years 10 and 11. Three lessons were sampled.

Provision in drama is **good**.

Main strengths and weaknesses

- The school provides very good accommodation and good resources for drama.
- Teaching and learning are good; all pupils gain a satisfactory understanding of basic skills in drama by the end of Year 9.
- Standards are below the national average in GCSE although over half the pupils have gained A* - C grade passes in recent years.

Commentary

199. Drama is taught as a separate subject to all pupils in Year 9. It is a popular optional course for pupils in Years 10 and 11. Three lessons were sampled.
200. **Standards seen in a drama lesson in Year 9 were average for the age group. Achievement within the lesson was good.** Clear progress is evident since the start of the course in learning to freeze frame, to create tension within a dramatic scene, and to act in role. Girls were more confident than boys in this group.
201. **The standards of pupils in the optional GCSE course in Years 10 and 11 were in line with the average national standards. Achievement overall is good** although there is considerable individual difference between pupils in their abilities to create a scene and to interpret a character. Pupils become more proficient in working collaboratively in groups to the teacher's deadlines as the course progresses. GCSE examination results were below the national average in 2003 although well over half the pupils in recent years have gained higher grade (A* - C) passes.
202. **Teaching and learning in the lessons sampled were good.** Lessons are planned effectively with circle warm-up activities to involve the full group. These lead to the main activities of creating short scenes, rehearsing them and acting them to the class audience. The introductions to the practical work are organised well. Different methods, such as 'hot seating' pupils in the character of a victim of a disturbed childhood and the teacher acting in character with a student to demonstrate the possible behaviours of an angry parent and an errant teenager provide successful entry points to the creation of dramatic scenes. In all three groups pupils are able to act in role with varying degrees of conviction. Pupils within the GCSE course show increasing skills of observation as a critical audience.

203. **The courses in drama are well-managed.** They make good provision for pupils' social and moral education as well as the development of interpersonal and communication skills. Many pupils have the valuable opportunity to participate in well-received school productions such as the recent 'A Midsummer Night's Dream' and on visits to theatres in the region. As at the time of the previous inspection there is little communication with the English department to plan collaboratively the speaking and listening elements of the course for Year 9 pupils. The school provides very good accommodation and good resources for drama. The teacher's organisation of seating and lighting helps to make the best use of the facilities and the generous space available in the drama workshop.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Very good teaching and learning enables pupils to achieve well
- The head of subject has a very clear vision for music and this is clearly seen in the very high quality of the department's work
- There are unusually large option groups in Years 10 and 11
- High quality instrumental teaching provision gives access to high standard central ensembles and challenges the most able players
- Some very good composition work using ICT was seen from pupils in Years 10, 11 and 13
- Above average time for music in Year 9 broadens curriculum coverage

Commentary

204. GCSE results were below the national average in 2003 although they were higher than pupils' target grades predicted. Over the last four years results have been just above average for grades A* to C. **Standards in lessons and work seen are at the national average in Year 9 and above average by the end of Year 11.** Standards are above average in computer-aided composition and performance. The quality of some Year 11 compositions was at a standard appropriate for a good grade in an A-level course. Attainment on entry shows a narrow musical experience for many pupils; however, a significant number already have instrumental lessons. The good time allocation for Year 9 pupils is a significant factor in redressing this narrowness. The able musicians attain very well and have access to music making at the highest level; two Year 11 and 13 girls were bubbling with excitement at the prospect of playing at a concert on Saturday with John Lill as the soloist.
205. **Achievement is good in Year 9 and very good in Years 10 and 11.** Pupils with SEN achieve well, and often very well, and this is supported by very good teaching strategies to give equality of access, especially in GCSE groups. High expectations linked to the development of self-esteem gives pupils the confidence to achieve and attain well. Positive reinforcement is balanced by challenge where the ablest are constantly extending their expectation of themselves.
206. **Teaching and learning are both very good at all levels.** Teaching is characterised by excellent relationships where pupils feel confident enough to take musical risks. Teacher expertise is both deep and broad. Excellent planning, preparation and target-setting give pupils high aspirations, and class targets are refined into individual ones in lessons and through very focussed and searching questions. Above all, music lessons are exciting, and teacher enthusiasm and commitment gains a similar response from pupils. Learning was seen through listening and analysis, skill development, experiment, trial and error, through ensemble and through progressive refinement in all activities.
207. **Leadership is excellent and management is very good.** The head of department has a clear vision for the future, and all aspects of provision are efficiently delivered. Consequently vitality and enthusiasm are hallmarks of provision. The accommodation is good, but the high level of instrumental tuition means that group and practice rooms are not always available. The curriculum is broad and balanced within the constraints of offering only one year in key stage (Years 7 to 9); consequently it is impossible for the department to guarantee breadth and balance including

technology and world music over the key stage. Positive steps are being taken to address this issue, and at the moment the two lessons a week allocation has a significant positive impact on provision. Assessment is good, with National Curriculum criteria and levels built in for all topics, and good pupils' self-assessment and consequent target-setting. ICT provision has significantly improved with full-size keyboards with multi-tracking and recording facilities, plus four workstations using score-making and sequencing software which resource the excellent composition work. Attitudes and behaviour are very good. Extra-curricular provision is very good involving many pupils, and extension work is exciting; it included a workshop by Opera North earlier this term. **Progress since the last inspection has been good.**

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Results in the GCSE examination are improving
- Teaching is good
- Leadership and management are good
- There is a wide range of extra-curricular activities offered to pupils
- Accommodation is very good
- Curriculum planning and schemes of work need updating

Commentary

208. Results in the GCSE examination for physical education in 2003 were below average but there has been an improvement over the past two years. All pupils achieved a pass grade and they did better in physical education than they did in most other subjects. Results are below those of the previous inspection. Results in dance at GCSE in 2003 were well below the national average and have dropped over the past two years. Teacher assessments in physical education at the end of Year 9 were just below the national average.
209. Pupils enter the school with varying experiences; some having little or no experience in some activities. Overall, standards on entry are below average. In the lessons observed **standards at the end of Year 9 are below average but pupils achieve well** in developing their knowledge, understanding and skills from this low base because of good teaching.
210. Standards vary in Years 10 and 11 depending on the year group and on the courses studied. **Standards are below average overall in Year 11.** Standards are average on the GCSE course except in dance, where they are well below average and below average in core lessons observed. Standards in Year 10 are average and, in some cases, higher than standards seen in Year 11 lessons. Written work shows that pupils in Year 10 take pride in their presentation, some using word processing skills to enhance it. In theory lessons they possess good knowledge and understanding of training methods in sport and use this to plan a circuit of activity. They are aware of safety factors to prevent injury and overload of work. The attitudes of the majority of pupils are good. They work hard in their lessons, form good relationships with their teachers and work co-operatively with their peers.
211. **Overall, achievement is satisfactory in Years 10 and 11** but in Year 11, pupils' attitudes are unsatisfactory and this leads to below average achievement. Pupils show a lack of commitment in theory lessons and some are unable to meet the challenge of the academic content of the course. Pupils on the dance course demonstrate a poor interest in their work, lack concentration and show little respect for the teacher. There is a high rate of non-participants in lessons and some who have not completed the course will not be entered for the examination. Pupils achieve well in Year 10 where pupils' attitudes are radically different. Pupils identified with a special educational need are integrated well into all lessons and achieve at least satisfactorily.

212. **The quality of teaching is good in all years. Learning is good in Year 9 and satisfactory overall in Years 10 and 11.** Lesson planning contains learning objectives but these are not linked closely enough with the Programme of Study in the National Curriculum. Teachers' knowledge of the National Curriculum is in need of refreshment to link with assessment, which is satisfactory. The improvement in the GCSE results over the past two years has been due to good teaching. There was only one unsatisfactory lesson observed and that was due mainly to poor management of disaffected pupils on the GCSE dance course. The department make good use of enthusiastic teachers' expertise but there are few opportunities for independent learning for pupils. The use of ICT to support learning is limited to the GCSE course. GCSE work is marked well and pupils understand the progress they are making towards achieving predicted grades. There is a wide range of extra-curricular activities offered to pupils indicating the high commitment of teachers. School teams are successful in a range of sports and a number of pupils have achieved success at local, regional and national level. The school recognises pupils' achievements in a prestigious Sports Award evening each year.
213. **Leadership and management are good.** The department is ably led by an enthusiastic and knowledgeable teacher, who is committed to raising standards. He has been in post for just over a year and in that time he has developed a good team ethos and has raised the profile of physical education throughout the school. Having inherited out-of-date schemes of work, he has started a programme to bring them up to required standards. Currently, the curriculum does not give enough time for some activities, such as dance in Year 9. A Sports Co-ordinator has been recently appointed and links are being created with middle schools to ensure that there is co-operation in curriculum continuity from Years 7 and 8. **Overall, progress since the last inspection has been satisfactory.**
214. Accommodation is very good and there are good relationships with the sports centre staff. Links with outside clubs are good, particularly with the local rugby club who provide coaching sessions for pupils. Risk assessment has not been completed for the past two years, which is a weakness in a school that otherwise manages health and safety very well.

BUSINESS AND OTHER VOCATIONAL COURSES

Vocational courses

215. Vocational courses were sampled.
216. The school has implemented good curriculum developments in the area of vocational education. Courses in applied business and applied art and design were introduced for current Year 11 pupils. The programme was expanded last year to include GNVQ ICT and leisure and tourism. In Year 10, almost 70 per cent of pupils study one or more vocational subjects. Two lessons in applied business and leisure and tourism were observed. Pupils display positive attitudes and work productively. The quality of teaching is good, enabling pupils to achieve well and reach average standards.

BUSINESS

217. The current Year 11 will be the first entries for GCSE vocational business studies. Examination board results from a marked finance module show work of a well above average standard with a high proportion of higher grades. Two lessons were seen. Teaching and learning were very good in a Year 10 lesson and good in a Year 11 lesson. Year 10 students were undertaking coursework on Manchester airport. Their attitudes were very positive. They were interested and motivated by work that had a strong "real world" emphasis. They had visited Manchester airport as part of their study and were confident in their use of terminology to describe features of the airport as a business including performance review, disagreement resolution and flexible working practices. Their understanding of the business world was further enhanced through the study of a local firm and they were able to compare and contrast the two organisations. Year 11 students were completing coursework on a study of "Pizza Hut" as a business. They had been well prepared and their own detailed notes enabled them to work independently and productively. They displayed a thorough knowledge of organisational structure at both branch and head office level. They were able to take a

wider view, assess the impact of the business on the local community, and comment on the impact of government and pressure groups.

CHILD DEVELOPMENT

218. GCSE results in 2003 were broadly average. Two lessons were seen. Teaching and learning were very good in a Year 10 lesson and good in a Year 11 lesson. Year 10 pupils considered what makes a good toy with particular reference to safety considerations. All pupils were fully involved at the start with a brainstorm activity. They looked at different toys from the point of view of safety. They worked very productively in groups to identify and report on safety issues found. Their ideas were brought together very well in discussion, again with all involved. Relationships were very positive throughout and pupils responded well to the challenge of the task. Year 11 pupils looked at the contributions of health care professionals during pregnancy. Learning was consolidated well through a series of linked activities. As a lesson starter they suggested which professionals were involved. They then grouped job roles into those required at different stages. Finally they produced job descriptions for particular roles. Good quality resources supported learning well. Behaviour management was very good. Teaching was effective in sustaining a high level of interest and motivation and pupils responded with very positive attitudes. The majority of pupils in the group valued the subject as relevant to future career choices.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **unsatisfactory**.

Main strengths and weaknesses

- The lack of clear understanding about management roles and responsibilities is hindering subject development
- Standards are not high enough
- Teaching and learning are unsatisfactory
- Provision for pupils' participation in active citizenship is good and it is developing well

Commentary

219. The school's initial arrangements to introduce the new National Curriculum subject of citizenship proved unsatisfactory and were rightly discarded in favour of the present model. Current arrangements provide a satisfactory framework for subject development and there are some strengths in the provision. However, significant weaknesses in curriculum organisation and in monitoring curriculum coverage mean that pupils are unable to achieve as well as they should.
220. The amount of pupils' work available for scrutiny was limited. The evidence indicates that **standards in Year 9 are below average**. Work completed within design and technology is generally sound because the module is well planned to ensure that pupils have the opportunity to reach expected standards in relation to citizenship. Work on the growth of democracy and voting rights, taught in history lessons, lacks sufficient depth and breadth. Good standards are evident in an innovative module of work based on aspects of local democracy in Kirklees. Only a small minority of Year 9 pupils were able to participate. However, they make good use of ICT to present the results of their investigations to the remainder of their year group. **In Year 9, achievement overall is unsatisfactory**.
221. The evidence from pupils' work on rights and responsibilities, and aspects of the law taught through the personal, social and health education programme indicates that **standards by the end of Year 11 are below average** because the work lacks depth, breadth and appropriate challenge for all pupils; **achievement is unsatisfactory**. Pupils in Year 10 are now following a "short" GCSE course in citizenship. Early indications from coursework related to preparation for work experience suggests that they generally meet the expected standard.

222. There is a good range of opportunities for pupils to participate in active citizenship programmes. The recently introduced school council is developing well and beginning to have a positive impact on school life. The school has been able to build on its existing strong links to provide good opportunities for the majority of pupils to experience active involvement in the local community, particularly with the elderly. The majority of pupils also contribute to the school's involvement in charitable activity, which allows them to demonstrate their initiative and responsibility, for example by organising fund-raising for their nominated local and national charities.
223. **Teaching and learning are unsatisfactory.** Where programmes of study are well linked to the subject attainment targets, teaching and learning are generally satisfactory. When this is not the case, lack of understanding of what is required means that pupils are not stretched and coverage is shallow. Pupils' work is not yet being assessed in relation to the subject attainment targets and marking is, at best, perfunctory. Many pupils are not aware that they are being taught the National Curriculum for citizenship.
224. **Leadership and management are unsatisfactory.** Progress in developing the programmes of study has been inconsistent. It is better where the provision is entirely new, for example the "short" GCSE course and "e-democracy" module taught in Year 9. Lack of clarity about management responsibilities means that provision is not being sufficiently well monitored.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, eleven subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school.

The table below shows entry and performance information for courses completed in 2003.

Note – errors were found with the Panda AS-level data. Ofsted are investigating. Below are the school's full results for AS-level in 2003.

Level 3 GCE AS-level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Mathematics	21	19		5			
Biology	15	87		7			
Chemistry	12	67		8			
Physics	20	50		5			
Design and Technology	16	100		0			
Business Studies	24	71		13			
Business Studies - VCE	20	95		5			
ICT	41	68		2			
Physical Education	16	100		13			
Art and Design	17	88		12			
Music	6	100		50			
History	14	86		14			
Geography	12	100		42			
Religious Studies	13	92		23			
Sociology	14	93		21			
Psychology	8	100		25			
Law	8	87		0			
General Studies	48	88		27			
English	52	100		23			
English Literature	15	100		13			
French	2	100		0			
German	2	100		0			

Level 3 GCE A-level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Mathematics	11	91	97	9	56	50.9	88.8
Biology	12	100	96	17	39	66.7	78.6
Chemistry	8	100	98	13	49	65	84.9
Physics	12	83	97	8	45	45	81.7
Design and Technology	8	100	98	38	35	70	77.9
Business Studies – VCE 6 unit	11	100		9			
Business Studies – VCE 12 unit	5	100		0			
Physical Education	7	100	98	29	31	74.3	75.2
Leisure and Recreation – VCE 6 unit	3	100		0			
Leisure and Recreation – VCE 12 unit	1	100		0			
Travel and Tourism – VCE 6 unit	6	100	90	17	20	63.3	62.2
Art and Design	10	100	99	30	50	80	87.5
Art and Design – VCE 6 unit	2	100		0			
Music	6	83	99	17	39	56.7	81.1
History	9	100	99	22	45	71.1	84.6
Geography	13	100	99	39	45	78.5	84
Sociology	4	100	98	50	44	85	83.6
Psychology	2	100		0			
Law	6	100		33			
English	29	100	99	24	36	74.5	80.9
English Literature	4	100	99	25	47	75	86.5
French	1	100	99	0	52	40	87.6

Level 2 vocational qualifications

Qualification	No in final year	% gaining qualification		% gaining merit		% gaining distinction	
		School	England	School	England	School	England
Business	13	100		23		0	

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS AND COURSES IN THE SIXTH FORM

ENGLISH, LANGUAGES AND COMMUNICATION

English

Provision in English language and English literature is **good**.

Main strengths and weaknesses

- All students entered for English language and English literature from 2000 to 2003 have gained a graded pass
- Standards of work seen are in line with the national average; achievement is good
- Teachers have high expectations of students and help them to achieve well
- The school provides very good accommodation for sixth form teaching and private study

Commentary

225. **Standards in English language and English literature are average for the A-level courses. The achievement of students is good.** More students take the language option than the literature course each year and examination passes are generally at a higher rate for language. In the past four examinations (2000 to 2003) in English Language over one hundred students have gained graded passes and none have failed. In two of the years standards were above the national average and in two years they were below. In 2003 male students achieved results above the national average but female students were below average. In English literature, smaller numbers (25 students between 2000 and 2003) have taken the course and gained a graded pass but generally at a lower average pass rate than in language. Standards have been just below the national average overall. The quality of the discussion in lessons and of coursework sampled confirms that standards overall are in line with the national average. Some of the coursework, for example in the 'original writing' component of the English language course, reaches a very high standard.
226. Achievement is good because teachers are well-qualified and work very hard to challenge all students in seminars. Students who attend regularly make good progress; the majority of students exceed their calculated target grades based on GCSE scores. In one group of eight students in the Year 13 English language course, four students had exceeded their target grades for the AS component by one grade and the other four had met their targets. The students contribute fully in seminar style sessions because teachers involve them individually and expect response.
227. **Teaching and learning are very good within both subject areas.** Teachers have strong subject knowledge and prepare the work carefully to involve all students actively. All the sessions observed involved close reading, discussion, argument, writing or annotation; all the students contributed fully. Teachers are sensitive to the difference in the levels of knowledge and understanding of different students. Often teachers grade the tasks to be undertaken in a lesson to challenge the most competent without alarming a less confident student. As a result relationships between students and teachers are strong and good-humoured. Students benefit from the sharing of the sixth form teaching between the most experienced teachers and the newer teachers who have more recently come from universities with new approaches to the study of linguistics and literature. In the literature study unit of 'novels with a common theme', for example, the novels used for comparison have been changed this year. Early twentieth century works have been replaced by late twentieth century novels by living authors; these deal with more contemporary issues.

228. **Leadership is very good and management good.** Courses are well-organised and students' work is marked thoroughly. Students spoken to are very happy with their choice of course. Some take both language and literature because they enjoy the teaching and find that both courses have relevance to their entry needs for higher education. The accommodation for teaching, learning and private study is very good. **Improvement since the last inspection has been good.**

Language and literacy across the curriculum

229. The key skill of communication and literacy is not taught as a separate subject. It is taught within subjects. Standards of literacy are satisfactory overall but in some subjects, such as design and technology, standards of extended writing need to be improved to help pupils to attain higher grades.

Modern foreign languages

230. Modern foreign languages were sampled. In the last four years, the number of students studying French in the sixth form has been low. Results at A-level have been below the national average. In 2003, two candidates gained a grade D at AS and two candidates gained grades E and U at A2. There have been no entries for the A-level examination in German since 2000. In 2003, there were two AS students, who gained E grades. Both French and German are currently taught in the sixth form. Two French lessons were observed. Standards are below average. Students speak hesitantly and their written work betrays weaknesses in grammar. Teaching is satisfactory. In view of the prior attainment of the students, their achievement is satisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Results at AS and A2 have been well below the national average
- Management has functioned well despite serious staffing problems. Some effective but difficult staffing decisions have been made
- The quality leadership is very good, in spite of serious illness
- Teaching is good – students respond positively and feel well supported
- Current arrangements mean that students are compelled to continue with AS-level mathematics when a change of course would be more appropriate - and organisationally feasible
- The GCSE re-sit course in Year 12 allows students to make a fresh start in order to gain grades of C and above. The course has structure, which the students appreciate

Commentary

231. Results in 2003 for AS and A2 courses were well below average. This reflects, in some respects, the school's policy of entering students with weaker GCSE results. An additional factor is the short period at the beginning of Year 12 during which it is possible for students to change or drop courses. Historical staffing difficulties, as in the case of the main school, have also played a significant part in depressing results. **Standards of work seen were below average overall**, but indicate an improvement on the examination standards – a result of recent improvements in teaching. It is not possible to compare relative performances of males and females because of the appreciably smaller proportion of females taking mathematics.
232. The GCSE re-sit course is timetabled and takes place after school. Regular attendance is a pre-condition for entry. In order to foster a 'fresh start' feel to the course, students follow a different examination specification than that offered previously. Results achieved are comparable with re-sit results nationally.

233. **Achievement is now satisfactory in Years 12 and 13**, although there are some pockets of underachievement. These are attributable to historical staffing problems. Students feel adequately prepared for the courses but are critical regarding the previous quality of teaching and support. However they have stated that these have significantly improved. Evidence from the scrutiny of work supports this. Most students find the 'pure' mathematics modules easier than the 'applied' (mechanics and statistics) modules.
234. **Teaching is currently good**, with teachers having high expectations and showing a very good knowledge and understanding of the subject and examination specifications. A concerted effort is being made to allow students to catch-up on work partially understood as a result of some previous unsatisfactory teaching. Students appreciate the level and quality of support. More able students are provided with extension or alternative work depending on circumstances. When required, teachers give students with special educational needs individual attention. Classroom relations between students and teachers are very good, with humour playing a part in moving the pace of lessons along. Students are encouraged to make their own notes. Several instances were observed of teachers answering a student's question by another, easier question, in order to challenge students to think things through for themselves. Students are also expected to contribute to work covered on the board by teachers – they are not given the opportunity to become passive learners.
235. **The quality of learning is good**. Students are industrious and take pride in their work. They are willing to give of their best and to persevere when difficulties are encountered. They enjoy the subject and support each other when necessary. Lessons are characterised by a strong positive ethos.
236. Assessment is good overall; students are aware of their target grades and their progress towards them. Work is marked; often with very full solutions and helpful comments. Students act on these comments. All students keep a self-assessment sheet for noting difficulties and general comments about the various topics studied which is found useful for revision.
237. The curriculum is satisfactory, but there are insufficient opportunities taken to develop students' independent learning skills, for example: use of the internet and the library.
238. **Leadership is very good** – a very good example is set to members of the department. It is reflective and self-critical. **Management is good**; some difficult but educationally necessary decisions regarding staffing have been made. These are now bearing fruit as regards students' standards and achievement. **Improvement since the last inspection has been satisfactory**.

Mathematics across the curriculum

239. **Students' standards of numeracy are broadly average**. Application of number is taught within subjects, not as a separate subject in its own right. Each subject examination specification has identified areas of the respective course where there are opportunities to pursue the application of number. No instances were observed where progress in subjects was hindered by poor numeracy skills. Students taking biology are particularly confident in handling mathematical concepts. Algebraic and numerical skills are practised in ICT.

SCIENCE

The focus was on biology, but chemistry and physics were also sampled.

In chemistry at the 2003 A2 examinations standards were well below the national average, but all students passed. One good lesson was seen, which centred on the mechanisms of organic reactions. It was skilfully taught so that, despite a wide range of abilities, all students came away with at least a working knowledge of why and how such reactions occurred, and the more able with a superior understanding.

In physics at the 2003 A2 examinations standards were well below the national average. One very good lesson was seen, involving examining the formulae used in mechanics. It featured clear and crisply presented explanations from a well-informed teacher amplifying and synthesising the students' own ideas.

Relationships were very good so all were keen to partake actively, resulting in a warm, purposeful and productive lesson. Standards are clearly higher than last year.

Biology

Provision in biology is **satisfactory**.

Main strengths and weaknesses

- The very good subject knowledge of the teachers is effectively used to produce an interesting course and to promote sound learning
- The degree to which students take responsibility for their own learning needs to be improved so that they are better prepared and motivated to respond to subject demands, and to think rather than just absorb knowledge
- The well-planned curriculum makes full use of the skills of the department and provides a good framework for learning
- Marking of good quality could profitably be extended to cover more of the practice questions

Commentary

240. **Standards are below average overall and the achievement of students is satisfactory.** Results in the AS-level examination in 2003 were in line with the national average. These students obtained the grades that might have been expected from their GCSEs. There has been an upward trend in the results over the last few years. The standards of the present Year 12 are lower than those of the previous Year 12, but this reflects prior attainment at GCSE. Almost all the students who set out on the sixth form biology courses complete them. The numbers opting for biological sciences in the sixth form are rising. An additional course in human biology has been launched this year: it has proved popular; the students following the course are producing work of a sound standard and progressing well.
241. A-level results were below the national average in 2003. However the students' performance was satisfactory relative to their GCSE grades. No students failed, but there were few A or B grades. The results show an improvement on the preceding year. The standards of the current Year 13 are higher than those of the previous Year 13 and show sound progress from their AS-level performance.
242. **The quality of teaching is satisfactory and it is leading to satisfactory learning.** No unsatisfactory lessons were seen and some were good. Strong features of the teaching include clear objectives that are well communicated, and regular checks on how well students have understood new material. The teachers use their very good knowledge of the subject effectively, especially in areas such as microbiology. There are warm relationships and teachers are always willing to help students out of school. Whilst students' work is well marked this is not done often enough to maximise the value of practice questions for revision. The students are clearly interested and work hard. They make sound progress. However, although they work well independently and research topics from a variety of sources, they do not prepare themselves well prior to lessons so that they can make substantial contributions to their learning. In some lessons there is a tendency to tell rather than to make students develop topics by thinking for themselves. This is reflected in student responses when they are invited to contribute to discussions in class.
243. **The department is soundly led and managed.** The curriculum is effectively planned with a well-used field course in the Yorkshire Dales, but few visits outside this. The resources are very good; they are well deployed and maintained by excellent technicians. Students make good use of information technology. However, the teachers lack useful modern equipment such as computer projectors and smart boards to deliver the curriculum. Whilst the laboratories are satisfactory, they could be refurbished with a stronger sixth form flavour. Students with special needs are well catered for and thrive in the relaxed and friendly environment the department provides. **Improvement since the last inspection has been satisfactory.**

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Work seen from students on the VCE programme is good
- Good teaching, from the new teaching team, means students are challenged, productive and motivated
- There is no ICT key skills provision in the 6th form
- There are presently no ICT courses in Year 13
- There is very good use of assessment, based on clearly articulated criteria
- 6th form students have good access to ICT for independent work

Commentary

244. In 2003 only 68 per cent of candidates entered for AS-level achieved a pass grade. There was no opportunity for students to follow the subject through to A-level in Year 13. At the higher levels of attainment, there were no passes at Grade A and only one at Grade B. However, since none of the candidates had prior experience of the subject at GCSE, this represents satisfactory achievement.
245. **Standards seen during the inspection were average and the achievement of pupils currently in the sixth form is satisfactory.** In the AVCE programme (introduced in September 2003) preliminary module results suggest standards are in line with the national average, and that students are achieving well. The work seen in folders and in VCE projects was higher than that suggested by previous examination results. A good level of ICT skills was evident and also very intelligent extended writing tasks which several of the projects exploit (for example surveys of health and lifestyle and discursive reflections on issues ranging from anorexia to fox hunting).
246. **Teaching and learning are both good.** The new team of teachers are focusing well on the needs of individuals, particularly at times of year when students are working towards coursework deadlines and being supervised in the completion of their projects. Students are well motivated: both males and females bring good levels of energy and commitment to their work. There is very good use of assessment, with clearly articulated criteria: it is thorough and constructive, responds to individual needs of students and enhances their understanding of how they might improve.
247. **Leadership and management of ICT are both good.** Assignments are well planned, and assiduously matched against the requirements of the examination board. Criteria for assessment are clearly shared with students, who understand both how their work is graded and how it might be improved. This careful attention to the management of the programme leads to well motivated staff, very effective teaching and strong academic achievement. The previous report spoke of post-16 students "taking a pride in the quality of their work": this remains commendably the case, and **improvement since the last inspection is satisfactory.**

Information and communication technology across the curriculum

248. No ICT key skills programme is offered in the sixth form and this limits opportunities for students to gain the level of skill in ICT necessary to support their learning most effectively. ICT is used to a satisfactory extent in other sixth form subjects to enhance students' learning and students have good opportunities to use ICT in the sixth form study areas.

HUMANITIES

Geography, psychology and sociology were inspected in detail while religious education, history and law were sampled.

249. **Religious Studies** was sampled. Since the previous inspection, few students have chosen to follow A-level courses. Numbers have recently increased. In 2003, 12 students sat the AS-level examination and four of them have continued with their studies to A-level. Only one student failed to obtain at least a pass grade and a quarter of the candidates obtained the higher A-B grades. During the inspection, two lessons were observed. The quality of teaching and learning was good. Students were well prepared for learning and all made effective contributions in the lessons, for example through their participation in a debate concerning the validity of mystical experience as proof of the existence of God. Teachers used their own specialist knowledge and understanding well to stretch students with searching questions. A-level students are doing well to maintain the high standards represented by their above average AS-level results and students in Year 12 are making good progress towards their AS-level targets. The legal requirement for teaching religious education to all sixth form students is not met.
250. **History** was sampled. History results at A and AS-level were below average in 2003. However, in terms of prior attainment overall achievement was at least satisfactory. Current students in Years 12 and 13 are achieving well in relation to their prior attainment. However, their overall standards are just below the national average.
251. Teaching and learning in the three lessons seen during the inspection were very good. A well-planned range of activities enabled students to develop their skills of analysis and interpretation. Teachers have a very good command of the subject and their approach is energetic and engaging. Students clearly enjoyed their lessons and openly sought advice from their teachers to improve their learning. Discussions were very well managed and the level of challenge demonstrated that teachers possessed a very good understanding of the needs of individual students.
252. The subject is well led and managed at sixth form level. Individual targets help to enhance student achievement, and marking and assessment procedures are effective in showing students what they must do to improve their performance.
253. **Law** was sampled. The course is taught through a videoconference link to the tutor. No lessons were seen because no teaching was taking place during the inspection week. A discussion was held with law students and their work was reviewed.
254. In 2003, A-level results were broadly average. All six students passed the examination and two gained B grades. No students took the A-level examination in 2002. In the 2003 AS-level examination, results were a little below average with seven out of eight students passing but no students gaining A or B grades. AS-level results were above average in 2002. Students' work that was observed was slightly below average in standard ranging from B to E in terms of A/AS-level gradings.
255. Assessments by the tutor are very thorough. The quality of students' work is accurately assessed under a range of criteria and very good advice is given on how it could be improved. Students are very positive about the quality of teaching they receive and about the availability of the tutor for advice and guidance. The school administers the course well. Organisation is thorough and the videoconference link has always worked. Students find the demands of the course high in terms of the learning skills required to do well. In this area the school needs to give them more support.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Examination results are improving
- There is close monitoring of students' progress so that students know how well they are doing and what they need to do to improve
- There is scope for the further development of individual research skills so that students can take more responsibility for their own learning
- Students share ideas through individual presentations and small group assignments to assist their learning

Commentary

256. In 2003, all students passed the AS-level examinations and 42% achieved either an A or B grade. Results have shown a steady improvement during the last three years, although the number of students entered for the examination has shown a steady decline. In 2003, A-level results were in line with national expectations. The percentage of A and B grades was higher than previous years and is now above the national average. Based on work seen and lessons observed, **standards in Years 12 and 13 are average**. This represents an improvement in view of the below average entry into the sixth form and therefore **the achievement of students is good**. They are confident in small group discussions. When looking at the factors that cause floods and make floods more likely, they are able to explore key ideas in some depth. Individual presentations show that they can analyse information on the effects of global warming and present their findings clearly to the rest of the class. Power-point technology is used by students to produce effective group presentations; for example, when based on information gathered on a visit to a coastline under threat from erosion.
257. **Teaching and learning are good overall with some instances of very good teaching.** Teachers use their expertise to question student responses in order to promote further thought and discussion. Students are given frequent opportunities to produce work on their own or in small groups. Sometimes they need to be given more responsibility to research their own material from sources other than that provided by the teacher. The use of thinking skills, techniques and varied teaching methods has a positive effect on student interest and motivation. Fieldwork is used on a regular basis to reinforce topics covered in class. Progress is monitored closely so that students know their current standard, their potential in the subject and what they must do to improve.
258. **Leadership is very good and management good.** The sharing of ideas amongst teachers and the use of a variety of teaching methods has resulted in good student achievement. **Improvement since the last inspection has been very good.** Achievement is now good or better and the number of high grades at 'A' level has improved.

Psychology

Provision in psychology is **satisfactory**.

Main strengths and weaknesses

- Examination pass rates are above the national average although few students attain A or B grades
- The distance-learning programme leads students systematically through the basic course requirements and students make good use of telephone and e-mail advice from the course tutor
- There are insufficient opportunities for practical work and the school does not arrange enough support for students and additional enrichment activities
- Good marking provides very detailed advice for students and is a strength of the teaching
- Insufficient breadth of reading beyond the basic course texts prevents many students achieving higher grades

Commentary

259. In order to provide a greater choice of subjects, the school employs an external agency to provide the core teaching and learning materials for both the AS and A2 courses in psychology. The teaching takes the form of a two-way video link for one hour per week. Students are expected to engage in private study for the remaining three and a half hours.
260. **Standards are broadly average and the achievement of students is satisfactory.** Numbers of students are small, but the subject is growing in popularity. In 2003, all students attained A-E pass grades in both the AS and A-level courses. The proportion of students gaining the higher A/B grades was below the national average. Target grades for current students are all in the A/E pass grade range. A limited amount of independent reading means that, in discussions, students do not call on evidence beyond that provided in the course texts. Many students accept research findings uncritically and do not evaluate the evidence in the context of different theoretical viewpoints.
261. **The quality of teaching is good.** Course materials, especially for AS students, are well designed and presented. This allows the students to support their own learning and make steady progress. The tutor meets the students twice a year but has very good subject knowledge and knows what needs to be understood in order to meet assessment requirements. The weekly video-conferencing sessions elaborate issues, report on progress and encourage students to ask questions. Teaching links the coursework to the assessment criteria very well and students have a clear idea of the progress they have made. The marking of coursework is of very high quality with detailed and helpful comments linked specifically to exam mark schemes. Students report that they have no difficulty in contacting their tutor for further advice.
262. **Learning is satisfactory.** There are drawbacks to the distance learning approach. The use of a fixed camera and restrictions to the speed of the video link result in a lack of variety in the teaching style. The tutor is able to use a limited range of resources to support learning and enliven teaching. There are limited opportunities to engage in focussed discussion and students do not prepare substantial oral presentations either individually or in groups. The course provides little opportunity for practical work and the school has not arranged for additional subject support. As a result, there are few specialist books in the library, access to research work on the Internet is frequently blocked and there is no school-based support timetable. These shortcomings form a barrier to the attainment of higher grades.
263. The attitude of students is very positive. They find the teaching is informative and that the course materials are well suited to their needs. They report that the transfer from GCSE lessons to tutored private study was difficult and several students left the course in the first few weeks. This transfer period is particularly challenging because AS students are facing a completely new subject. They feel that the school could do more to support them in the early weeks of the course.
264. **Management is good.** Video-links are reliable and there is an effective exchange of information between the school and course provider. Students speak very highly of the quality of personal counselling they receive from the head of sixth form. They enjoy their work and several propose to continue to study the subject at university. No member of staff is specifically linked to psychology, so opportunities to extend learning are not systematically promoted and **subject leadership is unsatisfactory.** The school recognises the need to provide additional subject support. There was no provision for psychology at the time of the last inspection.

Sociology

Provision in sociology is **very good**.

Main strengths and weaknesses

- Teaching is very effective in presenting complex ideas and as a result students' achievement is very good
- The very wide range of resources used reinforces and consolidates learning very well

- Students are keen to learn and display maturity and responsibility in their approach to learning
- Although oral feedback is very strong, marking of work does not give students enough guidance on how to improve
- Students' files are not well organised and this reduces their usefulness for revision purposes

Commentary

265. A-level results in 2003 were above average. AS-level results in 2003 were well above average. Results for one part of the 2004 A-level examination, already completed, are broadly similar to the 2003 AS-level results but with a much higher proportion of higher grades.
266. **Standards in work seen were well above average and achievement is very good.** Research skills are very strong. Students carry out primary research and use ICT very well to present their results. They evaluate their own research findings in terms of the limitations of methods used and they interpret evidence very well and link it to sociological theory. Students investigate and report on the features and limitations of theoretical positions and apply their theoretical knowledge well to contemporary issues including the extent to which theories provide explanations. Most students use appropriate academic language in their writing although some lower ability students sometimes adopt an inappropriately personal writing style. Some students display weaknesses in essay technique in applying their knowledge to all aspects of the question set.
267. **Teaching and learning are very good.** Complex ideas are presented from a variety of perspectives using a very wide range of resources. Learning is kept firmly within sociological perspectives. There is a strong focus in activities on methodology: students examine data, look at case studies and discuss the validity of research techniques. This develops evaluation skills to enable them to criticise their own research methods. This critical approach is also applied to the study of sociological theory, with an emphasis on the usefulness and relevance of theory to the study of a particular topic. Teaching is very effective in its impact on learning by ensuring that a consistently high level of challenge is sustained. Students respond very positively by rising to the challenge. They are willing and able to make substantial contributions to each other's learning by, for example, presenting reports and handouts on sub-cultural theories of crime. Assessments are thorough in checking and correcting particular points of detail but they often lack a clear message on key areas for improvement in essay technique.
268. **Leadership and management are very good.** Collaboration is very strong. The division of teaching topics works very well including a flexible response to ensure that students meet deadlines. Teaching methods that consistently provide a high level of challenge have been very successfully developed. The learning environment is uncompromising in its challenge, with complex ideas made accessible through the use of a very wide range of resources. There needs to be a greater focus in assessment procedures on weaknesses in higher level literacy skills so that assessment feedback can give students a clear message on how to improve their essay writing technique. Students' organisational skills are relatively weak. The organisation of their files needs to be improved so that they can become a more useful means of revision. There was no separate subject report following the last inspection.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Design and technology

Provision in product design is **good**.

Main strengths and weaknesses

- Leadership and management are very good
- Teaching is consistently good
- Standards of design and practical work are good

- Teachers need to develop the critical analysis of work, to improve extended writing and to develop more independent approaches to learning
- More rigorous enrolment procedures should be applied to improve retention rates

Commentary

269. Product design is offered at AS and A-level. Standards in 2003 for both the AS and A-level examinations are average and show an increase from the previous year. The numbers of students taking AS and A-level examinations varies from year to year and are small at A-level. An unusually high number of students left the AS-level course this year, either because they have left the sixth form or because they decided that they could not meet the demands of the course.
270. **Overall, the standards of AS and A2 work seen during the inspection were average.** The standards of design and practical work are good, and in line with improved results. However, students' portfolios of work show their ability to critically analyse and evaluate products in a written form is unsatisfactory. Projects seen in the department show imaginative responses to design situations and some projects in particular show good quality finished working products.
271. **The overall achievement of students is satisfactory** though significantly variable. Much progress is made over the course as a result of the interest of students. There is a good balance between designing and making activities. However, more time should be devoted to preparing students for the written paper. There is a tendency for students to be too dependent on their teacher. By using a small group seminar approach and responding to the individual needs of students, teachers would be able to promote more independent learning.
272. **Good teaching and learning** drives students' interest and progress. Teachers have good classroom management routines and practices. Their good subject knowledge supports students well in design and practical work. Lessons are well structured and objectives are shared with students. Their learning is helped by very good teacher support and well-prepared resource sheets. At the end of each lesson, a short session enables students to evaluate their progress collaboratively with each other and the teacher.
273. Student attitudes observed during the inspection were very good. **Leadership and management are good.** Effective teaching and learning are promoted well and good schemes of work and assessment procedures have been developed. Marking is consistent and encouraging and students are provided with good guidance on how they should improve their work. Homework is used satisfactorily. Improvement since the last inspection has been satisfactory.

VISUAL AND PERFORMING ARTS AND MEDIA

Art was inspected in detail and music was sampled.

274. **Music** was sampled. Standards in music are above average, and the current Year 13 group are strong; for example, some of the performances seen were of a high quality. Composition standards across the group are well above average. ICT is used very effectively to support composition with students demonstrating confidence when writing in a range of styles. Some able musicians from Year 11 transfer to a local sixth form college, which has an excellent reputation for music and offers music technology. The consequence is that teaching groups here are generally small. However, this does not inhibit the pursuit of excellence which characterises the department's approach. Teaching and learning are always at least very good, and leadership and management are excellent. Links to the authority central musical activities are very strong.

Art and design

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

Main strengths and weaknesses

- Students achieve well in relation to their prior attainment
- Students benefit from good levels of individual tuition, advice and support
- Critical and evaluative skills are not as well developed as practical skills
- There are insufficient opportunities for students to develop work using ICT

Commentary

275. In the 2003 examinations the results achieved by the small cohort of students in Year 13 were about **average**. Only two students entered the vocational course and both were successful. **Standards seen during inspection in Years 12 and 13 were average in both the traditional and vocational courses, representing good achievement** given the wide range of prior attainment of the students on the courses. There are no significant differences in achievement between males and females. Students deemed talented in art achieve very well.
276. Students demonstrate good skills across a range of media and produce effective work in painting, observational drawing, sculpture and printing. Ideas are often bold and imaginative and lead to final pieces on a large scale. The quality of students' research ranges widely in quality and quantity. Annotations are not always sufficiently detailed. In discussion, students demonstrate limitations in their critical and evaluative awareness.
277. Students achieve well in art because **the quality of teaching and learning is good**. Teachers possess good subject knowledge and have a secure understanding of recent developments in art courses to enable them to provide students with appropriate guidance to help them to succeed. The small group sizes ensure high levels of individual student tuition, support and guidance. Relationships between teachers and students are very good. The careful and regular assessment provided ensures that students have a good understanding of how they are achieving and what they should do to improve further. Teachers do not plan for sufficient opportunities to engage students in critical debate to challenge their perceptions of art and develop their critical faculties. In a small minority of lessons the pace of teaching is rather leisurely.
278. **The quality of leadership and management in art is satisfactory**. The new head of department is beginning to identify areas for further development, particularly the urgent need for greater use of ICT in the subject for both teachers and students. Good provision has been made for vocational courses in art and this has increased the numbers taking the subject. Good provision has also been made for visits to national art collections. The department needs to develop strategies to develop students' critical and evaluative skills, including a greater focus on developing contextual studies, annotation and presentation skills. Students need a dedicated space in which to work and store their work. Visits to national art collections are well used to enrich students' learning in art.
279. **Improvement since the previous inspection has been satisfactory**, particularly in the range of courses that have been developed.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in A-level examinations are improving
- Teaching is good
- Students' attitudes are good at AS-level; they achieve well in theory work
- The marking of work is not rigorous enough
- There is no curriculum enrichment for students

Commentary

280. Results in the A-level examination in 2003 improved over the past two years and although numbers sitting the examination were low, all students achieved a pass (A-E grade). Two students achieved a higher grade (B). There was an increase in the number of students studying AS-level with two students also achieving a B grade. All students achieved a pass (A-E). **In the lessons observed and the scrutiny of written work, standards seen were average.** Students show pride in their written work, some using word processing to enhance their presentation. The use of the Internet to support their work is undeveloped.
281. **The achievement of students is satisfactory overall.** Students in Year 12 achieve well from a low level of entry into the sixth form. They demonstrate a good level of knowledge and understanding of skill acquisition. Students discuss and analyse enthusiastically how skill is transferred from one sport to another, for example comparing a badminton serve with a tennis serve. They understand the difference between positive and negative transfer in a range of sports and how different training methods can improve performance. All students show interest and enthusiasm in their work and discussion in groups is positive.
282. In Year 13 students achieve satisfactorily. They are unable to recall previous learning with sufficient knowledge and understanding. In biomechanics they rely too much on the teacher to provide notes and do not concentrate on the tasks set. A minority of students do not show enough commitment to the subject and do not take enough responsibility for raising the quality of their work.
283. Examination results are improving because of **good teaching.** Teachers have a very good level of subject knowledge and the leadership and management of the subject ensures that the expertise of staff is used effectively. Students are appreciative of this. Lessons are well-planned indicating objectives that are shared with students. Marking of work is not detailed enough and there are no grades given for work in line with predicted grades. In this respect, students are not always aware of the progress they are making. Homework is set regularly. There are very good relationships between teachers and students.
284. **Leadership by the new head of department is very good and management is good.** A good start has been made in strengthening provision and this is evident in the quality of teaching and in the better attitudes to learning among Year 12 students than those in Year 13. Some students take advantage of extra-curricular activities and school teams are successful, particularly in soccer. There is no curricular provision for students and this has not improved since the previous inspection.

BUSINESS AND OTHER VOCATIONAL COURSES

Business studies

Provision in business studies is **good**.

Main strengths and weaknesses

- The wide range of courses offered meets pupils' needs very well
- Good teaching, including a significant amount of very good teaching, motivates pupils very well with its emphasis on the "real world"
- There is not a consistently high level of challenge in some of the teaching and the sharing of good practice does not place enough emphasis on this aspect
- Assessment is very well matched to course requirements so that pupils know what is required to achieve higher grades
- Relationships are very positive and pupils' attitudes are very good

Commentary

285. AVCE results in 2003 were below average with similar results in 2002. In both years results were above average for the full range of grades and well below average for higher grades. AS-level results

in 2003 were below average. Results for one part of the 2004 AS-level examination are significantly higher than those in 2003. All students taking GNVQ intermediate in both 2003 and 2002 achieved at least pass grades.

286. **Standards in work seen are average** with an increasing proportion of students showing higher grade potential. **Achievement is good.** Students on different courses develop good investigation skills. They are confident in their use of analytical tools and key terminology when investigating businesses and their products. They use ICT well for both investigation and presentation.
287. Students following the A-level course develop good skills in the use of primary and secondary research for coursework. Higher ability students apply their knowledge well when analysing chosen products and link sections of their coursework well. Lower ability students' examination technique varies in terms of ability to address all aspects of questions set and to match the depth of answers to marks allocated to questions. AVCE students produce detailed analyses of different business organisations in their coursework. Higher ability students show good skills in reaching A grade criteria, for example in evaluating a firm's customer service provision. Students produce detailed investigations of different features of companies including culture, management style and objectives. Skills in linking these features and evaluating their impact are weaker. In coursework GNVQ intermediate students, including lower ability students, display good investigation skills in researching the features of a company including its structure and methods of communication. Evaluations skills are again a weaker area.
288. **Teaching and learning are good.** There is a significant amount of very good teaching. Planning is very thorough so that activities are clearly linked to each other and to lesson objectives. Challenge in some lessons lacks consistency with too much time spent on less challenging activities. Teachers ensure that lessons are based on how business works in practice and this enhances students' motivation. The range and depth of students' own research into the world of business is evidence of their interest in the subject. The very wide range of resources used including, for example, case studies of current issues, enhances the subject's real world identity. In one striking example students practised different production methods in class having previously observed a real firm's methods. Class discussion is typically a lively exchange of views and ideas. Assessment is very thorough with higher grade requirements emphasised well.
289. **Leadership and management are very good.** A wide range of courses that are very well matched to students' needs has been successfully established. Students respond with a high degree of motivation and interest. Staff with relevant business experience significantly enhance the real world ethos of the learning environment. The positive impact of the relatively recently appointed staff team is evident in the rising profile of students' achievement. Teamwork and collaboration are very strong overall. Links with business are well used. Assessment procedures are very thorough. There was no separate subject report following the last inspection.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

290. **Vocational courses** were sampled. In the sixth form, AVCE courses are offered in art and design, business education, ICT, leisure and recreation, and travel and tourism. Of 34 students who began their studies last year, 32 completed the course. In 2003, there was a 100 per cent pass rate for all 13 students on the GNVQ intermediate business course. Students' achievement in AVCE unit awards was very good. Of 26 entries in business, travel and tourism, and leisure and recreation, 18 grades were above the students' target grades and eight matched their target grades.
291. During the inspection, four lessons in leisure and recreation and travel and tourism were observed. The quality of teaching is good. Expectations are high and students are appropriately challenged. Students enjoy their courses. They have positive attitudes to the work and overall standards match the national average.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
The overall effectiveness of the sixth form and the school	4	4
How inclusive the school is		3
How the school's effectiveness has changed since its last inspection	4	4
Cost effectiveness of the sixth form / value for money provided by the school	4	4
Overall standards achieved		5
Pupils' achievement	4	4
Pupils' attitudes, values and other personal qualities		4
Attendance	5	4
Attitudes	3	4
Behaviour, including the extent of exclusions	3	5
Pupils' spiritual, moral, social and cultural development		4
The quality of education provided by the school		4
The quality of teaching	3	4
How well pupils learn	3	4
The quality of assessment	3	3
How well the curriculum meets pupils needs	3	3
Enrichment of the curriculum, including out-of-school activities		2
Accommodation and resources	3	3
Pupils' care, welfare, health and safety		2
Support, advice and guidance for pupils	3	3
How well the school seeks and acts on pupils' views	4	3
The effectiveness of the school's links with parents		3
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	4	3
The leadership and management of the school		3
The governance of the school	4	4
The leadership of the headteacher		3
The leadership of other key staff	2	3
The effectiveness of management	3	3

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