

INSPECTION REPORT

LITTLEOVER COMMUNITY SCHOOL

Littleover, Derby

LEA area: City of Derby

Unique reference number: 112956

Headteacher: Mr D Nichols

Lead inspector: Mr I Hodgkinson

Dates of inspection: 10th – 13th November 2003

Inspection number: 259227

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 – 18 years
Gender of pupils:	Mixed
Number on roll:	1,446
School address:	Pastures Hill Littleover Derby
Postcode:	DE23 4BZ
Telephone number:	01332 513219
Fax number:	01332 516580
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Smith
Date of previous inspection:	November 1997

CHARACTERISTICS OF THE SCHOOL

This successful and harmonious school attracts pupils from a wide variety of backgrounds and cultures. Most come from the increasingly socially and ethnically mixed suburb of Littleover on the south western edge of Derby where the school is located. The school's catchment area also stretches into the inner city area of Normanton with its large ethnic minority community. Just over 55 per cent of pupils are of White British origin, whilst 18 per cent are of Indian Sikh and 13 per cent Pakistani Muslim heritage. The remaining 14 per cent comprises a mixture of ethnic origins, including African Caribbean, African, dual heritage, Japanese, Chinese and Bosnian. Eight pupils, all of Japanese origin whose parents are employed in the nearby car manufacturing plant, are beginners in speaking English. The proportion of pupils entitled to a free school meal is broadly average. Overall, pupils' attainment on entry when they join the school in Year 7 is above average.

Much has happened to the school since the last inspection in 1997. The school was then an 11 to 16 establishment but now has shared sixth-form provision through its Millennium Centre; it became Derby's only beacon secondary school in September 2000; and from September 2003 it has been a specialist Science and Mathematics College. It is also part of Derby's Excellence in Cities initiative. The school has grown very strongly; with 1446 on roll it is much larger than average. It remains heavily over-subscribed and recruits well in excess of its pupil admissions number. This has placed constraints on accommodation, the development of which has required very careful planning.

The proportion of pupils identified as having special educational needs is broadly average, and the proportion of pupils with statements of need is below average. Most pupils who need support beyond action which can be taken by the school itself have emotional, behavioural, or moderate learning difficulties. One student has a specific learning difficulty, one a severe learning difficulty and one a hearing impairment. No sixth-form students have identified special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

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20588	Mr I Hodgkinson	Lead inspector	Business education
12775	Ms J Goodchild	Lay inspector	
20527	Mr B King	Team inspector	Mathematics
31174	Mr D Westworth	Team inspector	English
18076	Mr H Dodd	Team inspector	Science
18032	Ms I Randall	Team inspector	Information and communication technology
1240	Mr J King	Team inspector	Art and design
1759	Mr G Edwards	Team inspector	Design and technology
32221	Mr K Williams	Team inspector	Geography
25744	Mr T Osgerby	Team inspector	History
30888	Mrs L Walsh-Nelisen	Team inspector	French German Japanese
19867	Mr M Pettitt	Team inspector	Music Art and design sixth form
23268	Mr K Corrigan	Team inspector	Physical education
4372	Mr R Fordham	Team inspector	Religious education Citizenship
32337	Mr N Chandla	Team inspector	Urdu Panjabi
33920	Ms A Higginbotham	Team inspector	Mathematics sixth form
19214	Mr G Price	Team inspector	English sixth form
10905	Dr A Brewerton	Team inspector	Physics (sixth form)
1819	Mr R Crowther	Team inspector	Psychology (sixth form)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Littleover is a very good school with many outstanding features. It brings together pupils from diverse ethnic, cultural and social backgrounds and provides them with education of a high quality. They achieve very well. Pupils have high aspirations, and the school provides excellent support to help them meet their goals. It gives very good value for money.

The school has very many strengths. Its main strengths and weaknesses are:

- pupils benefit from comprehensive monitoring of their attitudes and progress and excellent support and guidance in meeting their goals;
- pupils' attitudes to learning, their values and their behaviour are excellent;
- pupils' moral, cultural and social development are excellent. Relationships between pupils are harmonious and strong;
- the school is very highly regarded by its parents, pupils and community;
- the quality and breadth of the curriculum and opportunities for enrichment through activities outside of lessons are very good;
- leadership and management of the school's headteacher and senior management team are outstanding, and management of the sixth form is very effective;
- computers are not used enough to help pupils learn in a number of subjects.

The school has made very good improvement since its last inspection in 1997, when standards and the quality of education were very good. Its results have continued to improve above the national trend. The curriculum has broadened; attitudes of pupils are now excellent and there are few exclusions. The school has received many endorsements of the quality of its work, and it has added a very successful, cost effective sixth form in the Millennium Centre. Good progress has been made against most of the key issues raised at the last inspection. Assessment has improved very well, and a new library has been built which remains small but is well used. While provision for information and communication technology (ICT) has improved since the last inspection, there is still a need to increase its use in art and design, music, modern foreign languages, geography and history.

STANDARDS ACHIEVED

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

*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 students attained similarly at the end of Year 9.*

Standards achieved overall are high, with outstanding results in Year 9 tests and GCSE. Results have risen at a rate faster than the national average over recent years. In 2002, the pupils' rate of progress from their Year 9 test scores to their GCSE results was outstanding.

- Standards of pupils by Year 9 are well above the national average and very high in relation to similar schools; pupils achieve very well.
- Standards seen among pupils in Years 10 and 11 are well above average and their achievement is very good. The school has an outstanding record of getting all pupils five GCSEs, and the improvement in the results of Indian and Pakistani boys has been excellent
- Standards of work in Years 12 and 13 are above average overall. Students achieve well.

- Students with particular needs, including the able and talented, those for whom English is an additional language and those with other special educational needs, achieve very well in the school because of the very good provision made to support them.

Pupils' personal qualities, including their moral, social and cultural development, are excellent and a key strength of the school. Their spiritual development is very good. The ethos of the school celebrates the multicultural nature of its community and ensures that a deep knowledge and understanding of different cultures, and mutual tolerance and respect, is developed amongst pupils. Pupils behave exceptionally well, and their excellent attitudes towards school and their work contribute a great deal to the high quality of their learning. Their attendance and punctuality are also excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Pupils get excellent support, advice and guidance from teachers, support staff, tutors and senior managers. Pupils develop very good learning skills and habits from a very early age, which underpin their high achievement. They receive excellent preparation for examinations, and always complete coursework because of very thorough monitoring systems. While there is a lack of variety of tasks and approaches in some lessons, teaching is very good overall because it builds on and promotes the very good learning skills of pupils. The teaching of pupils for whom English is an additional language is a strength.

The school offers a very good curriculum. It is well organised to meet the needs and aspirations of the pupils that it serves, and is staffed by teachers and support staff of a high quality. The opportunities for activities to enrich pupils' achievement outside of lessons are very good. Links with other schools are in many cases excellent, because they enable pupils to make a smooth transition from primary school and to get a high quality of post-16 education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is excellent, and he is supported by an outstanding senior management team. Together they have shown much vision in seizing opportunities to develop the school and setting in place excellent systems to ensure that standards are high and rising. The governing body has played an effective role in supporting the senior management team and scrutinising its innovative and sometimes radical approaches to school development. Governance is, however, unsatisfactory in not ensuring that the school meets statutory requirements for a daily act of collective worship and for the provision of religious education in the sixth form.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are strongly supportive of the school and its work. In particular, most feel that pupils enjoy school, the teaching is good and the school is well run. Parents and pupils expressed no major overall concerns and stressed the strengths of the school in building an harmonious community.

IMPROVEMENTS NEEDED

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

- improve the use of computers in ICT in art and design, music, modern foreign languages, geography and history;

and, to meet statutory requirements:

- make arrangements to provide a daily act of collective worship;
- strengthen provision of religious education for all students in the sixth form.

THE SIXTH FORM AT THE MILLENNIUM SIXTH FORM CENTRE

OVERALL EVALUATION

This is a very good, cost effective sixth form. Its students achieve well at AS and A-level examinations. Results have continued to improve because the sixth form is very well managed, students' attitudes to learning are excellent and they are very well taught.

The main strengths and weaknesses are:

- standards are above average overall, and students achieve well in most subjects;
- the quality of teaching and learning is very good and students respond very positively;
- students' attitudes to learning and their personal development are excellent and they are highly motivated and very hardworking;
- leadership and management are very good and the clear vision of a sixth form where all can flourish is being implemented very effectively;
- morale is high among students and staff; a very clear focus on high all-round achievement is evident;
- students receive excellent support and guidance so that they achieve their potential;
- provision for religious education does not meet legal requirements.

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.* Those shown in bold type were inspected in detail.

Curriculum area	Evaluation
English, languages and communication	Good in English language and literature , where students' attitudes are positive; they are well taught and achieve well. Standards are above average and teaching and learning are good in French. Very good teaching gives rise to high standards and very good results in AS Panjabi.
Mathematics	Very good in mathematics. Standards are well above average and examination results rose significantly in 2003. Teaching and learning are very good; students are well motivated and work hard.
Science	Very good in physics , where results are improving and current standards are above average. Results in chemistry have shown particularly good achievement. Biology results have improved consistently year-on-year and AS results in 2003 were very strong. In science lessons generally, teaching and learning are very good. A high proportion of students opt to take science courses in the school.
Information and communication technology	Very good in information and communication technology. Achievement is very good; students apply their knowledge very well to new situations. Teaching and assessment are very good and the course is very popular. Results are also high in computing, where students enjoy the challenge provided by the course.
Humanities	Good in psychology , where students attain consistently above average A-level and AS results. The teaching is good; well-designed lessons ensure good preparation for examinations. Results are above average in history, where teaching seen was very good and the numbers taking the subject are growing. Teaching is good in religious studies; AS results are average and students achieve well. In geography, results in 2003 were below average and below those predicted for the students, but current achievement is satisfactory.
Engineering, technology and manufacturing	Very good in product design. Results have been well above average and students create innovative designs as a result of extensive research. Teaching is very good.

Visual and performing arts and media	Satisfactory in art and design. Standards are average and achievement is satisfactory. Teachers provide useful individual tuition, but students are given limited creative challenge and expectations are modest. Teaching is good in music and high A-level and AS grades are achieved. Achievement, teaching and learning are good in drama.
Hospitality, sports, leisure and travel	Very good in physical education. Students achieve consistently well at AS and A-level. The quality of teaching is very good with excellent relationships between students and teachers. However, opportunities for extra-curricular sporting activities are limited.
Business	In business studies, results have been average or above average in the last two years, and students' achievement has been good. Teaching is good, with some lively methods used to get students to think critically about business decisions.
General education	The school offers an enrichment programme, well designed to help pupils extend their skills or enhance their learning. Very good teaching was also seen in a well-designed lesson on moral responsibility as part of the PSHE programme.

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

The advice, guidance and support provided for students are excellent. Monitoring of students' progress through assessment is also excellent. Students' prior attainment is assessed on entry to the sixth form; thereafter regular, rigorous assessments leave students and teachers in no doubt as to what has been achieved and what needs to be done to achieve realistic standards. A clear indicator of the success of these strategies is the very low rate of students deciding not to proceed with courses or leaving the sixth form prior to finishing their courses. Careers guidance, as part of the very good personal, social and health (PSHE) programme, guides students well towards the next stage of their lives or education.

LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM

The success of the Millennium Centre sixth form is a result of the very high quality of collaboration between the two schools involved in its provision. It is led and managed very effectively by its executive committee of both headteachers and heads of centre. Excellent systems are in place to ensure the complex provision runs smoothly. It is very effectively governed by a sixth-form steering group comprising representatives of the governing bodies of both schools. Governance has been very effective in establishing a sixth form which serves both schools and the community well. The development plan ensures that subject leaders from both schools are effectively supported and are enabled to achieve the best for the students. The pastoral dimension of the provision is exceptionally well managed with each student receiving high quality support. A very positive ethos prevails; students and staff strive for high all-round achievement. Monitoring arrangements are very thorough with each head of centre monitoring and, where necessary, supporting teachers.

STUDENTS' VIEWS OF THE SIXTH FORM

Students spoke very highly of the sixth form and would recommend it to others. They have participated a good deal in the design and development of the sixth-form centre. Most said they knew how well they were achieving and teachers left them in absolutely no doubt as to what they needed to do to achieve their goals. Computers and library facilities were accessible. They enjoy the social aspects of sixth-form life and enjoy coming to the centre and would not dream of absenting themselves, even if they thought they could get away with it. They found the enrichment programme stimulating and enjoyable. They felt the multicultural dimension of the centre to be an important strength. Although over a quarter of sixth-form students who responded to the questionnaire expressed some concern about the quality of advice and guidance they received on sixth-form course selections and careers, inspection evidence, and discussion with students, indicated that the quality of advice and guidance for most is very good.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved overall are high, and outstanding in a number of regards. Results in Year 9 tests and GCSE are consistently well above the national average and very high in comparison with similar schools. Results in tests and examinations have risen at a rate faster than the national average since the last inspection. In the sixth form, exam results have improved continuously and standards are above average.

Main strengths and weaknesses

- Standards of pupils by Year 9 are well above average; students achieve very well. Year 9 test results in 2003 were very high in relation to similar schools.
- Standards seen among pupils in Years 10 and 11 are well above average and their achievement is very good. GCSE results are excellent when compared with similar schools.
- In 2002, the pupils' rate of progress from their Year 9 test scores to their GCSE results was outstanding.
- The school has an outstanding record of getting all students five GCSEs.
- The improvement in the GCSE results of Indian and Pakistani boys has been excellent.
- Students with particular needs, including the able and talented, those for whom English is an additional language, and those with other special educational needs, achieve very well in the school because of the very good provision made to support them.
- Standards in art and design are in line with the national average but are not as high as those in other subjects.

Commentary

1. Pupils' attainment when they enter the school in Year 7 is above average. In national tests at the end of Year 9, results have been consistently well above average overall. This indicates very good achievement across Years 7 to 9. The table below shows that, in English and mathematics in particular, results have been well above average when compared with the national averages. They have also been very high in comparison with schools who take pupils of a similar prior attainment.

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

Standards in:	School results	National results
English	37.6 (36.6)	33.3 (33.3)
Mathematics	39.1 (37.9)	35.3 (34.7)
Science	36.1 (35.6)	33.7 (33.3)

There were 261 pupils in the year group. Figures in brackets are for the previous year

2. Year 9 test results have risen at a rate faster than the national trend in recent years, and 2003 results were very high when compared with schools who take pupils of a similar prior attainment. The school exceeded its targets for improvements in performance in these tests in 2002, and came very close to meeting the challenging targets set for 2003. Standards seen in English are well above those expected for pupils by age 14, and they achieve very well. In particular, their standards of reading are very high, and they speak well and possess a good range of vocabulary. In mathematics, too, standards are high and achievement is very good; pupils have a strong and confident capability in using number, measurement and data handling which they apply successfully in many subjects. In science, standards of work seen in Years 7

to 9 were well above average, and pupils demonstrated good knowledge and understanding of scientific facts and principles. Pupils achieve well in science in these years.

3. Taking all subjects together, overall attainment, by the end of Year 9, is well above the level expected and pupils achieve very well. Apart from English, mathematics and science already mentioned, standards are well above average and achievement is very good by this stage in ICT. Achievement is good in French, German, Panjabi, Urdu, geography, history, design and technology, music, religious education, physical education and citizenship. Achievement is satisfactory in art and design.
4. GCSE results have been consistently well above the national average, and there have been many outstanding features of performance at this level. Results have continued to rise at a rate faster than the national trend, and the school has consistently outstripped its very challenging targets for improvement. The school's 'value added' – the gains made by pupils in their GCSE results when compared to their Year 9 tests – has been very strong. A comparison of pupils' results in their Year 9 tests in 2000 with those achieved in GCSEs in 2002 showed significantly better performance than expected: the school's performance on this measure was among the top five per cent of schools in the country. GCSE results are excellent in comparison with similar schools. Of particular note too is that in two of the last three years all pupils have gained five GCSEs at grades A*-G, which is an outstanding achievement given the comprehensive nature of the school's intake and which owes much to the school's very strong systems for monitoring pupils' progress.

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	80 (76)	52.6 (51.2)
Percentage of pupils gaining 5 or more A*-G grades	100 (99)	88.6 (88.9)
Percentage of pupils gaining 1 or more A*-G grades	100 (99)	94.6 (94.6)
Average point score per pupil (best eight subjects)	44.5 (42.9)	34.7 (34.6)

There were 236 pupils in the year group. Figures in brackets are for the previous year.

5. The school is rightly pleased by the way in which the relative performance in GCSE of pupils from minority ethnic groups has improved, especially that of Indian and Pakistani boys. In 2000, 50 per cent of Indian and Pakistani boys at the school attained five grades A*-C, compared with 70 per cent of White boys. Performance of all groups has improved steadily over time, to the point where 85 per cent of White boys attained five grades A*-C in 2003, compared with 77 per cent of Pakistani boys and 72 per cent of Indian boys. The results for each of these ethnic groups are, therefore, well above the national average for all pupils.
6. Pupils achieve very well in most subjects, including English, mathematics and science, in Years 10 and 11. Attainment is well above average and pupils build on the very assured knowledge, understanding and skill (and very good work habits) secured in Years 7, 8 and 9. In design and technology, for example, pupils undertake very thorough research to produce design folders of a high standard, while in music, pupils are confident performers who also possess acute listening skills which help them understand and learn. The school's very strict policy for monitoring pupils' completion of coursework ensures that all pupils accumulate marks outside those for written examinations. For Years 10 and 11, only in religious education and art and design is achievement judged less than good, although still satisfactory, by inspectors. In religious education, this is because there is too little curriculum time for pupils following the general, rather than the GCSE course, to develop their understanding. In art and design, while basic skills are sound, pupils lack confidence to draw and paint expressively and much of their work is too dependent on images derived from photographs or reproductions.

7. Pupils with special educational needs achieve very well and, by the end of Year 11, all of them have gained at least five grades A*-G at GCSE. Their performance improved in 2003 over that in 2002. From the time of their entry to the school they make particularly good progress in reading.
8. Pupils with English as an additional language make very good progress and their achievement is very good. The majority of minority ethnic pupils who are fluent in English achieve high standards measured against their prior attainment. There is robust monitoring of their achievement over time through a variety of methods, including effective support by school and community mentors and the use of data to set targets for their improvement. Such support makes an invaluable contribution to their very good achievement. The school ensures that pupils who are at an early stage of acquisition of English are supported well to have equally good qualifications. They are encouraged to study and take examinations in their first language, for example Panjabi, Urdu, Gujarati, Chinese, Japanese, Greek and Italian.
9. The quality of pupils' work throughout is supported by very good skills in speaking, listening, reading and writing, very effective use of number and a very good capacity to use computers independently.

Sixth Form

Standards in GCE A/AS level and VCE examinations at the end of Year 13 in 2003

	School results	National results
Percentage of entries gaining A-E grades	97 (95)	Na* (94)
Percentage of entries gaining A-B grades	39 (35)	Na*(43)
Average point score per pupil	266 (231)	Na* (263.3)

There were 144 students in the year group. Figures in brackets are for the previous year. 2003 national data is not yet available.

** not available*

10. In the sixth form, results have been around the national average and have shown a sustained improvement over time. Results at AS level for Year 12 students have been above average. The sixth form is a shared provision with a neighbouring school; it is oversubscribed but has a comprehensive enrolment policy which reflects a balance of students across the attainment range from both schools. The exam results, measured in relation to students' prior attainment at GCSE, represent good achievement for these pupils in most subjects, although results in art and design have been lower than expected, given students' prior attainment.
11. In most of the eight sixth-form subjects looked at in detail on this inspection, students achieve well and standards seen are above average. Standards are well above average, and achievement very good, in mathematics and ICT, where work is all underpinned by a high level of numerical and technical competence. In art and design, students' achievement is currently satisfactory; students have sound technical skills but their work is unimaginative and little research work is undertaken.
12. Analyses of attainment by ethnicity and gender show that White British girls tend to outperform other ethnic and gender groups by a considerable margin at higher grades A-B at A-level.

Pupils' attitudes, values and other personal qualities

Pupils' and sixth-form students' attitudes towards school and their work are **excellent**. Their attendance and punctuality are also **excellent** and they behave **exceptionally well**. The spiritual, social, moral and cultural development of pupils and sixth-form students is **very good** overall; indeed their social, moral and cultural development is excellent.

Main strengths and weaknesses

- The attitudes that pupils and sixth-form students display towards their learning are excellent and these promote the high standards they achieve.
- Attendance levels are excellent and well above the national average.
- Excellent behaviour and relationships throughout the school contribute significantly to pupils' and sixth-form students' academic achievements.
- The cultural development of pupils and sixth-form students is excellent and celebrates the diversity of cultures within the school.
- The moral and social development of pupils and sixth-form students is excellent and contributes significantly towards their personal development.
- The school does not meet the statutory requirements for a daily act of collective worship.

Commentary

13. The attitudes of pupils towards their learning are excellent and contribute significantly to the high standards they achieve. They respond well to the high quality of teaching evident in many subjects, where the pace of learning is brisk and pupils are intellectually challenged. There is an achievement culture within the school and pupils thrive on this. Independent learning skills are fostered from the day that pupils enter the school through the excellent personal and social education programme; other key skills to support their learning are developed as they move through the school. Staff have high expectations of pupils, and both coursework and homework are completed without exception. Pupils actively participate in the wide range of out-of-school activities provided for them. The school council is an effective and well-run body that influences the daily life of the school and its environments. The school encourages pupils to become involved in the Derby Youth Forum and currently has two elected members; a Year 11 pupil is a member of the Youth Parliament.
14. Behaviour in lessons is excellent. Pupils are courteous to each other and visitors and movement on the narrow corridors is exceptionally good. Relationships between pupils and with staff are excellent and are based on mutual respect. These are a significant feature of the school. The rate of fixed-period exclusions is very low and the number of permanent exclusions about average for a school of this size.
15. Pupils with special educational needs show very positive attitudes to school in their high level of attendance and good behaviour. Their good motivation and high self-respect are the result of a very good level of individual support from their teachers and teaching assistants.

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	858	5	2
White – any other White background	62	0	0
Mixed – White and Black Caribbean	36	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	287	3	0
Asian or Asian British – Pakistani	234	3	1
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	38	2	0
Black or Black British – African	5	0	0
Chinese	8	0	0
Any other ethnic group	15	0	0

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

16. The cultural development of pupils and sixth-form students is excellent and celebrates the diversity of cultures within the school. For example, the Spectrum production, currently in rehearsal, showcases music, dance and drama that represents the multicultural nature of the school and involves parents as well as pupils. The religious festivals of different cultures are celebrated and, to allow pupils to celebrate Eid, a staff training day is usually held so their education is not disrupted. The ethos of the school celebrates the multicultural nature of its community and ensures a depth of knowledge and understanding is developed amongst pupils. The moral and social development of pupils is excellent. They are encouraged to reflect on issues of belief and form judgements that enable them to develop philosophical insights. Both pupils and students respect the beliefs of others. Pupils are well aware of right and wrong actions and have a very clear understanding of what is expected of them. Their knowledge and understanding is reflected well in their actions, which express concern for others in both the school and wider community. Inspectors were able to participate in a very well-organised and highly moving Act of Remembrance, involving the whole school listening to the Last Post and participating respectfully in a two minutes silence. The religious education syllabus, and the teaching, provides very good opportunities for the spiritual development of pupils, and opportunities exist in other subjects to enhance this feature of personal development. There is no daily collective act of worship.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	7.8	National data	1.2

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

17. The attendance of pupils is excellent and is well above the national average. The school expects 100 per cent attendance from all and rigorously monitors to ensure this target is met. Parents fully support the school in ensuring the high attendance of their children. They are issued with labels to attach to their phone with details of contact numbers. Pupils who are absent through illness are encouraged to return to school as soon as possible and supported through adapted timetables and notebook computers. Pupils found to be truanting are expected to attend on non-teaching days to make up the time. The excellent support that pastoral staff give to pupils who might be experiencing difficulties ensures that problems are swiftly resolved. Pupils are rewarded for 100 per cent attendance. Those who reach 100 per cent attendance over Years 7 to 11 are taken in a limousine for breakfast with the headteacher at a local luxury hotel.

Sixth Form

18. Students' attitudes to learning and their personal development are excellent; they are highly motivated and very hardworking. Morale is high among students and staff and a very clear focus on high all-round achievement is evident. Students have participated strongly in the development of the sixth form and continue to do so. They were much involved in designing the Millennium Centre facilities at Littleover Community School, and a Duke of Edinburgh Award Scheme group is currently designing and landscaping the garden area between the common room and study areas. Students are actively involved in schemes to support the learning of younger pupils, such as paired reading, and provide excellent role models who serve to heighten the aspirations of younger pupils. Attendance in the sixth form is excellent, and there are very thorough systems in place to monitor students' attendance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is very good. Pupils are very well taught by specialists who cultivate pupils' excellent attitudes to learning and help pupils develop very good key skills and study skills. **Pupils learn very well** and with much enthusiasm. **A very good, well-balanced curriculum** is organised with flexibility to meet individual needs and enhanced by a **very good range of extra-curricular and enrichment activities**. Pupils have access to **excellent advice, support and guidance** and there is **very good care for pupils' welfare and safety**.

Teaching and learning

The overall quality of teaching and learning is very good. Pupils are very well taught; they learn very well and with much enthusiasm. The **assessment** of pupils' work and progress is **very good**.

Main strengths and weaknesses

- Pupils' application to their studies, their productivity and their ambition to learn are excellent.
- Pupils have very good skills of literacy, numeracy, ICT and improving their own performance which help them learn very well.
- Teachers have very good command of their subjects; they have high expectations of the achievement and behaviour of their pupils.
- Assessment is used very well in most subjects to monitor pupils' attainment and progress.
- Teaching assistants and other support staff are used very well to ensure that all pupils make very good progress.
- Homework is very well used to reinforce and extend pupils' learning.
- There is a lack of variety of tasks and approaches in some lessons which leads to some opportunities being missed to build on the pupils' very good skills of investigation and enquiry.
- Computers are not used enough to help pupils learn in a number of subjects.

Commentary

19. Independent learning skills are fostered from early in Year 7 through the excellent personal and social education programme and some effective work in other subjects. Other key skills to support their learning, including skills of literacy, numeracy and ICT, develop strongly as pupils move through the school. Pupils have high aspirations which are cultivated by teachers' high expectations of what each individual can achieve. These very good skills and excellent attitudes combine to make for some very effective learning by pupils who really want to do well. Irrespective of their level of ability, pupils have a strong belief that they can achieve the clear goals set for them.
20. Teachers have a very good command of their subjects and manage their classes very well. There is an insistence on high standards of behaviour and conduct, which extends beyond the classroom and ensures that homework and coursework are completed promptly and to a good standard. Teachers know their pupils very well, and monitor their attitudes and progress very carefully. The use of assessment has improved significantly since the last inspection. Very good computer-based systems are now in place providing all teaching staff with easy access to reliable and detailed assessment information about the attainment and progress of the pupils they teach. Each department also has its own assessment systems and these are particularly good in the core subjects of mathematics, English and science. In these departments, pupils' work is marked thoroughly with well-focused and constructive comments offered to show pupils how they can improve. The outcomes of departmental assessments, such as end-of-module tests in science, are used to set realistic targets in Year 9 test levels and GCSE or AS/A-level grades. There is some inconsistency across departments, however, and in religious education, for example, marking is inconsistent and targets are not shared with pupils.
21. Teachers make very effective use of teaching assistants and other support staff to ensure that all pupils make very good progress, although not all communicate their plans in advance of lessons. The co-ordinator of special educational needs, and her team of teaching assistants, work together to write individual education plans based firmly on reports from subject teachers and form tutors. Although lesson planning does not always refer specifically to pupils with special educational needs, teachers know them very well and work to fulfil their targets through very good individual support.
22. The teaching of pupils for whom English is an additional language is a strength of the school. The teachers have appropriate qualifications with some having the knowledge of pupils' home languages. Very good collaborative teaching was observed in Year 7 English and history lessons. In history, discrete language support was given to ensure pupils understood the tasks based on the Bayeux Tapestry. Pupils identified as being at English language acquisition stages one and four were supported well to ensure that a good standard of learning took place. The deployment of support staff is effective and contributes further to raising the attainment of pupils.

Summary of teaching observed during the inspection in 196 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (6%)	61 (31%)	78 (40%)	42 (21%)	4 (2%)	0	0

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

23. The quality of teaching and learning is at least good in nearly all subjects across all years. In English, mathematics, design and technology, ICT, music and citizenship, teaching and learning are very good across all years. In art and design, teaching and learning are satisfactory; lessons are thoroughly planned to give pupils a good grounding in basic skills but

they give pupils insufficient scope to develop their own ideas. In a number of other subjects, including French, German, science, geography and business studies, while teaching is good, there is a lack of variety of method and approach in some lessons and a tendency for teachers to dominate the lessons with talk and directions. When it occurs, such lack of variety of tasks and approaches leads to some opportunities being missed to build on the pupils' very good skills of investigation and enquiry. There is not much use of computers to help extend pupils' learning in a number of subjects, particularly art and design, music, modern foreign languages, geography and history.

Sixth Form

24. Teaching and learning in the sixth form are very good, and the very good features noted above for lessons in Years 7 to 11 have equally positive effects at sixth-form level. Teachers' very good subject knowledge and the degree of challenge which they can offer the students are strong factors influencing the success of students in many subjects. These are evident throughout and are particular features of high quality teaching in mathematics, physics, ICT, computing and Panjabi. Teachers have high expectations of their students which are reinforced through the rigorous marking of work and monitoring of students' progress. Learning resources available to students, including computers and printed materials, are also of a high quality in a number of subjects; in psychology, they are excellent. Students are encouraged to work very hard, and they have an excellent capacity for individual study. They also collaborate very well in group work. Relationships between teachers and students are excellent.

The curriculum

The **breadth and balance of the curriculum are very good**. The curriculum is well organised to meet the needs and aspirations of the pupils that it serves. The **opportunities for activities to enrich pupils' achievement outside of lessons are very good**. The overall **sufficiency of staffing, accommodation and resources to support the curriculum is good**; the quality of staff is a particular strength.

Main strengths and weaknesses

- The curriculum is sufficiently diverse and innovative to meet pupils' needs; it offers very good opportunities for all its pupils.
- Provision for pupils with special educational needs is very good.
- The personal, social and health education (PSHE) curriculum is excellent and prepares students very well for their studies and for life.
- The enrichment of the curriculum beyond lessons is very good.
- The recently achieved specialist status is having a positive impact upon curriculum provision.
- The teaching and support staff are of a high quality.
- Sixth-form students do not follow the locally agreed syllabus for religious education.
- The requirement to teach design and technology to all pupils at Key Stage 4 is not being met.

Commentary

25. The school provides a curriculum that is organised very effectively to meet the needs of its pupils and students. There is a good quality and range of opportunities for learning across Years 7 to 11. The curriculum review that took place with the awarding of Specialist School status has increased the opportunities for GCSE courses in science and mathematics. Curriculum planning is a strength of the school and is used well to support pupils' learning and provide relevant opportunities which support pupils' progress.
26. The statutory curriculum in Years 7 to 9 is enhanced by the provision of drama and the addition of a second foreign language in Year 8, which is selected from French, German, Panjabi or

Urdu. The excellent PSHE course includes the statutory requirement for citizenship education which is taught very effectively by a specialist team.

27. In Years 10 and 11 the school has created a broad and balanced curriculum that offers pupils a wide range of choice. No designated vocational or applied courses are offered, but the school's recent curriculum review has created an option system which offers very clear progression from GCSE through to post-16 courses in many applied areas such as business studies, media studies, child development and sociology. Higher attaining pupils are able to complete five GCSE subjects, including mathematics and science, in 18 of the 50 period timetable, giving them more time to study other subjects. Senior staff carefully monitor the balance of pupil choice. All statutory requirements for Years 10 and 11 are met, with the current exception of the provision for design and technology. The school's curriculum review has pre-empted a change in the law to make design and technology an entitlement rather than a requirement for all pupils in Years 10 and 11 from September 2004.
28. A very effective programme of PSHE is provided in Years 10 and 11. All pupils follow a compulsory course of PSHE, citizenship and religious education. An identified team teaches the course, which is sensitive to the needs of maturing pupils and covers a broad range of topics, such as personal relationships, responsibilities and decision-making, as well as the statutory requirements for sex and relationships and drug education. There is provision for self-assessment and review and opportunities exist for pupils to develop skills and attitudes and to explore a wide range of moral and social issues. The work on health education is supported by good links with outside providers.
29. The recent granting of specialist Science and Mathematics College status has been eagerly adopted by the school and is already beginning to make a positive impact through curriculum provision and professional development of teachers. The development of separate sciences for higher attaining pupils and the offer of statistics for all at GCSE are already in place as well as increasing opportunities in the sixth form. Additional funding has improved facilities and provided more support staff, textbooks and ICT hardware. The school has established very good partnerships with a range of organisations, including local primary schools, to support their work with gifted and talented pupils as well as developing cross-curricular links for numeracy between a range of departments in the school.
30. The school is making very good use of its resources for gifted and talented pupils. Although in its early stages, much positive work has been done in the identification of pupils and the use of funding from the Excellence in Cities initiative to support visits and staff development. Some innovative work has been done in the use of data to analyse learning styles with Year 7 pupils.
31. The provision for, and range of, extra-curricular activities are very good. There is a rich variety of activities, which help to support pupils' learning in the classroom and their personal development and individual esteem. These include many sporting activities, as well as drama and music. Activities take place at both lunchtime and after school, and the before-school Sunrise Club, staffed by community volunteers, is clearly valued by the pupils. There is a strong Duke of Edinburgh Scheme in place as well as learning mentor study groups and programmes such as Young Engineers. The many coursework clubs offered by subject teachers clearly support pupils' attainment. Staff commitment is high and valued by the pupils. Field trips, visits abroad and to museums all enable pupils to extend their understanding through practical experience.
32. Provision for pupils with special educational needs is very good. Pupils with special educational needs can study the whole curriculum in Years 7 to 9. Support in Years 7 to 9 is targeted well towards pupils in greatest need, brings about very good improvement in literacy, and is timetabled efficiently to avoid regular disruption of learning in other subjects. A restricted option choice at GCSE gives pupils opportunities to follow a course geared to their needs, at the same time as supporting their studies of other subjects, with the result that their achievement at GCSE is very good. The school has increased the number of teaching

assistants since the last inspection and has given them greater responsibility. Teaching assistants' involvement with specific issues and year groups is very good, so that they make a very effective contribution to learning, both in subject support and in direct support, such as Brain Gym before school and corrective reading.

33. The school provides immediate and intensive support through its department for English as an additional language which takes good steps to ensure that the curriculum is accessible for pupils with language needs. Provision for English as an additional language has been recognised by all subjects' staff. Specialist teachers and teaching assistants are deployed flexibly to support more than 100 pupils, including eight who are newly arrived pupils from Japan. This support has impacted on raising standards in speaking, listening, reading and writing skills across the subjects. Early identification of pupils' needs by using a wide range of evidence and data enables the co-ordinator for English as an additional language to prioritise where the support is needed most.
34. The match of teachers and support staff to the curriculum is very good. Staffing stability has been a strong feature of the school in recent times. However, normal staff turnover, the establishment of the sixth form and the growth in pupil numbers have created opportunities has created opportunities to appoint new staff thus creating a very good balance of experiences. Concerted efforts have been made to appoint highly qualified permanent staff and this has been successful. The school enjoys the position of being fully staffed. Most teachers now teach to their specialisms. This has made a major contribution to the quality of teaching within the school.
35. Overall, accommodation is sufficient to support the curriculum, but growing pupil numbers have put strains on the premises. Classroom facilities are heavily used and there is little free space. Some specialist classes have to be taught in rooms some way from the subject bases. Some aspects of accommodation in the science area, in technology and in physical education are unsatisfactory, but forthcoming major programmes of work may largely address these deficiencies and provide additional laboratories, workshops, sports facilities and changing rooms. Funding has been tightly controlled and new projects are carefully financed. The school is blessed with an extensive site, and external sports facilities are good, but in inclement weather there is pressure within the school buildings for the number of pupils. Accommodation for the special educational needs department is cramped.

18. Learning resources are good. The school library has been built in response to the previous inspection report. It has a good stock of books, particularly reference materials, and is well used by pupils. Imaginative strategies are in place to promote fuller use by lower-school boys. It has a good stock of new computers and other ICT, including a number of laptops for pupils to borrow during the school day. The library is small for the size of the school. Resources are very good in English and good in mathematics, science, physical education, religious education and citizenship. There is some sharing of textbooks in modern foreign languages. In many subject areas there are insufficient ICT resources available in classrooms or, where found, they are outdated and of limited use. This is most evident in mathematics, design and technology, humanities, art and design and music. Subjects make very good use of outside agencies to support pupils' learning. Particular strengths include the use of local businesses in science, technology, PSHE and citizenship, and the provision for field study visits in humanities. Visiting theatre companies, local theatre workshops and visiting artists and musicians make effective contributions to the creative arts programmes of the school.

Sixth Form

37. In the sixth form, a very good curriculum of some 24 subjects is available at AS and A-level. There is no provision for vocational subjects, or for courses at level 2, but students requiring such courses are given excellent advice and guidance on alternative provision nearby. Enrichment opportunities are plentiful, and are well designed to offer students the chance to add to their skills or broaden their perspectives. These include the opportunities to join Young Enterprise or the Duke of Edinburgh Award scheme, to design a website or enhance learning of a language. However, there is no timetabled curriculum for non-examination physical education and opportunities for additional sporting activities are limited. The PSHE curriculum is very effective in providing students with advice, guidance and support and the opportunity to reflect on moral issues. Statutory requirements for teaching religious education to all pupils in the sixth form are, however, not met. Accommodation is good for the sixth form. The Millennium Centre has good study and social facilities. ICT facilities for sixth-form students in the Centre on both sites are good, with up-to-date hardware and appropriate software.

Care, guidance and support

The provision of support, advice and guidance based on monitoring is **excellent**. The steps taken to ensure the pupils' health and welfare are **very good**. The involvement of pupils through seeking, valuing and acting on their views is **excellent**.

Main strengths and weaknesses

- The investment the school has made in the high quality pastoral system provides excellent support and guidance for pupils and students in the sixth form.
- The excellent personal and social education programme prepares pupils and students well for life beyond school and the pressures to which young people are subjected.
- High quality assessment data is used to quickly identify pupils and students who are underperforming and support strategies are put in place.
- An excellent careers education programme prepares pupils well for making choices at points of transition.
- There is a great deal of respect accorded to pupils' views, and their active involvement in the day-to-day life of the school and its environment is much encouraged.
- The canteen is too small to cope successfully with the number of pupils in the school.

Commentary

38. The school has invested time and resources in developing a high quality pastoral system that provides excellent support for both pupils and students.

Outstanding practice

Pastoral teams have an appropriate time allocation to enable them to effectively fulfil their roles and oversee the progress and development of their year group. Form tutors generally stay with their year group throughout Years 7 to 11. They are able to build strong relationships with the pupils and their families that are supportive and promote good learning. This very good knowledge of pupils and their background helps the school to provide support when needed. Pupils and students identified as underperforming benefit from a range of support strategies, such as one-to-one mentoring by members of the Pakistani community and a black/dual heritage group to support preparation for GCSE run by the Youth Service. The needs of both individuals and groups are specifically identified and the school works hard to find the most appropriate method of support. Pupils interviewed were confident that they would be able to ask members of staff for help, either academic or personal. The excellent pastoral support pupils receive underpins the success that pupils and students achieve in external examinations.

39. The excellent personal, social and health education programme supports pupils' personal and social development. Pupils are taught from first entering the school on how to evaluate their own progress and set targets for improvement, both personal and academic. They are taught skills such as how to be an effective member of a discussion group. Issues such as sex and drugs education are effectively addressed and the knowledge and understanding that pupils gain enables them to make informed choices. Excellent careers guidance is provided for pupils in Year 9 when selecting the subjects for GCSE and they are well prepared for both work experience and transition into post-16 education or the world of work. Connexions personal advisers provide individual interviews for all pupils in Year 11. Students in the sixth form are helped to make informed choices about higher education and are well supported in their applications to university and selection of courses.
40. Pupils know that their views matter and are taken seriously by both senior staff and the governing body. Their views are regularly canvassed on a range of topics. The student council effectively represents pupils' views.
41. There are generally very good procedures in place to ensure pupils' health and welfare. Despite some very effective risk assessment procedures, some potential hazards remain, including difficulties in separating pupils from the flow of traffic around the school site, and the current arrangement for the storage of the hydrogen cylinder in science (this needs to be stored in a safe outside building). Dining facilities are very pleasant and well managed, but it is impossible to get the number of pupils through the canteen at lunchtime so that all pupils have time to sit and eat a meal properly.
42. Provision to support pupils with special educational needs and English as an additional language is very good. Pupils' needs are assessed on, or even before, arrival in the school and then regularly monitored. There is very good communication and collaboration between form tutors, subject teachers and learning support staff, including teaching assistants. When teaching assistants assist in class they do so very effectively to support the targeted pupils, often with the help of plans given to them in advance but sometimes by reacting to situations as they arise in lessons. Where they are not present, subject teachers have very good knowledge of pupils' needs and meet them very well. There are no sixth-form students on the register of special educational needs, but teachers give very good support to lower attainers.

Sixth form

43. Students in the sixth form are supported just as well as those in Years 7 to 11 by pastoral staff. They benefit from an effective induction programme when entering the sixth form that prepares them well for the independent style of working, and time management skills they need to be successful in their studies.

Partnership with parents, other schools and the community

The effectiveness of the school's links with its parents is **excellent**. The quality of the school's links with the community is **very good**. The school's links with other schools and colleges are **excellent**.

Main strengths and weaknesses

- The school's partnership with its parents is excellent and promotes the high standards that pupils' achieve.
- The quality of links with the community is very good and extends and enriches pupils' educational experience.
- Partnerships with other schools and colleges are excellent. They ensure the smooth transition of pupils into the school and extend the range of learning opportunities available to students in the sixth form.

Commentary

44. The high expectations the school has of its pupils and sixth-form students are shared with parents, who support the school by ensuring high attendance and completed homework and coursework. If difficulties arise parents work in partnership with the school to resolve them. Information on a termly basis ensures they are fully conversant with the progress their children are making and the standards they are achieving. The ethnic minority parents' group has been set up by the school to ensure they have a forum for their views but also so that information can be given in their community languages. At a recent meeting, senior managers explained the analysis of examination results over three years for ethnic minority pupils and demonstrated how their performance had improved in response to specific support strategies.
45. The special educational needs co-ordinator consults with parents fully about the assessment and learning needs of the pupils. Parents attend annual review meetings and are fully informed about interim reviews. The school makes very good use of external services, so that, for example, the educational psychologist's lunchtime meetings with groups of teachers are very helpful to teachers' understanding of pupils' needs.
46. The success of the bid to become a specialist mathematics and science school should further enhance the school's very good links with the community, although plans are still at the developmental stage. Community partners in this new venture are consulted fully about future developments. The school benefits from effective links with local business and industry, both as a source of sponsorship and for placements that support the work of the classroom or give pupils experience of the world of work. Productive working relationships have been established with external agencies, such as the school health service and education welfare service. Effective use is made of mentors from the local multicultural business community and the Youth Service to support pupils. The Sunrise Club, which provides additional learning opportunities for target groups of pupils of all attainment levels, is organised by the Neighbourhood Engineers.
47. The school's status as a beacon school has given it a major involvement with other local secondary schools. Gifted and talented primary pupils have benefited from the use of the school's laboratories during science Extravaganza days. Mathematics teachers visit primary schools to develop pupils' investigation skills or to teach algebra. Curriculum development workshops are led by school staff for other schools. The school is involved in management training programmes for heads of department from other schools. The specialist school status should further enhance this aspect of the school's work. The recent appointment of a sports co-ordinator will further develop links with primary schools and the local community. The induction arrangements for Year 6 pupils are very good.

Sixth Form

48. The strengths noted above apply equally to the sixth form. Links with Derby Moor Community School, Littleover's sixth-form partner, are excellent, as are relationships with further education colleges and other providers, and enable the needs of all students to be met.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school and the sixth form are very good. The headteacher and senior management team provide **excellent leadership**, which is ambitious and innovative. They have set in place **excellent management systems** which enable them to identify the school's strengths and weaknesses and to take very effective action to improve performance. **Governance of the school is good** in its support for, and scrutiny of, the work of the senior management team but **unsatisfactory** in not ensuring that all statutory requirements are met.

Main strengths and weaknesses

- The headteacher is an inspirational leader with a clear vision who constantly aspires to the highest possible standards for his school.
- Governors play a decisive role in supporting the headteacher in shaping the direction of the school. They understand the school's strengths and weaknesses, have a thorough knowledge of local industries and have close links with the local community.
- The senior management team share the headteacher's aspirations and ensure they come to fruition by rigorously monitoring the performance of all aspects of the work of the school and by taking very effective measures where weaknesses are perceived.
- The school has managed an extensive building programme effectively, including their sixth form (The Millennium Centre).
- Governors have not ensured that statutory requirements for a daily act of collective worship in Years 7 to 11 and religious education in the sixth form are met.

Commentary

49. The school's high standing in the community and rising standards are largely due to its monitoring systems which ensure accountability at all levels, and to the public celebration of success. The senior management team prides itself on a daily, high profile, 'hands on' supportive approach. This leadership style has inspired, motivated and supported staff and pupils.
50. The headteacher's outstanding vision for the school has led the school through an innovative building programme and many initiatives. These include obtaining beacon school and specialist status in mathematics and science, and future plans indicate that this momentum is relentless. Throughout the school there is a tangible sense of pride readily voiced by governors, staff, pupils and its many sponsors and partners in the local community.
51. Governors are active in supporting the school and bring much industrial management expertise and community knowledge to support its direction. All are well informed of the school's development issues, particularly the ongoing building programme, and including a unique agreement between the governing bodies of Derby Moor and Littleover School to create a successful sixth form. They are also aware of areas for improvement. They are instrumental in relaying community concerns to this exceptionally harmonious multicultural school. However, governors have not ensured that the school meets its statutory requirements for a daily act of collective worship and that there is provision for religious education in the sixth form.
52. Managers at all levels, including the pastoral and curriculum deputy heads, assistant heads, heads of subject and heads of year, ensure that pupils benefit from comprehensive monitoring of their attitudes and academic achievements. On the basis of this information they are given excellent support and guidance to enable them to meet their targets. Since the introduction of this highly flexible and informative assessment approach, standards in the school have risen even further. It ensures that pupils with special educational needs, including the gifted and talented and those for whom English is a second language, achieve very well because appropriate provision is made for them. The same analysis extends to subjects which makes them accountable for performance. A line management system exists for senior managers to meet regularly with heads of subject and heads of year.
53. The whole-school development plan is concise and very clear in its identification of priorities. All subject plans are required to reflect these priorities. The quality of subject planning varies but is very good overall and is excellent in mathematics. There is an effective committee in place to co-ordinate continued professional development for all staff, and to monitor that all training is in line with agreed developmental plans. Senior managers ensure that appropriate support is available for heads of subject. Heads of subject and heads of year are mostly very effective.

54. The special educational needs co-ordinator manages the department very efficiently, communicating very well with subject teachers and form tutors about individual needs, and managing the production, distribution and review of individual education plans very well so that all pupils' needs can be met well. The accommodation available for special educational needs makes their task more difficult with too little room in the shared office, and no classroom available for special educational needs study support and corrective reading. It is often difficult to find a private space for interviews or consultations.
55. The management of staffing is very good. The school has many established staff and, when vacancies arise, recruitment is not difficult. Managers and governors work together to ensure the high quality of new appointments. The induction of newly qualified teachers is very good; each has a mentor as well as an induction tutor. Present staff feel supported by managers and governors who implement systems for school improvement with sensitivity.
56. The school's strategy for appraisal and performance management is very good. It is firmly based on a line management model. The school policy meets all legal requirements. The objective-setting cycle for teachers coincides very well with the well-established whole-school planning process. This ensures that there is a close match between teachers' objectives and whole-school planning. A structured programme of lesson observations and review meetings ensures that teachers are assisted to adhere to their objectives. Performance management is linked well to the staff development procedures.
57. There is a very well-structured and managed system for the support and ongoing professional development of staff. Financial allocations are provided through a well-organised staff development committee to enable all teaching and support staff to update their knowledge, skills and new developments in line with both departmental and whole-school development plans. Training is provided in a variety of ways including several training days relating to whole-school as well as subject specific issues. Several sessions are conducted in-house where the expert knowledge and skills of staff are shared.
58. The school's contribution to initial teacher training is very good. The school works very well with its three partner institutions and provides a supportive and suitable programme for students. Mentors are chosen to reflect a whole range of experience and expertise. They meet with students on a weekly basis. This aspect of the work of the school is very well led and managed by the co-ordinator.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	4,879,166	Balance from previous year	132,035
Total expenditure	4,914,227	Balance carried forward to the next	- 35,061
Expenditure per pupil	3,384		

59. While the school's basic budget for 2001-2 was a little below the national median for schools in metropolitan, shire and unitary authorities, the school has been very successful in attracting significant funding from other sources, including Excellence in Cities, beacon school and, now, specialist school status. The diverse backgrounds of the school's pupils attracts a high level of funding from the ethnic minorities achievement grant. The school's expenditure per pupil is, therefore, now well above average.
60. Financial planning supports educational priorities very well. In order to be able to finance additional accommodation, the school has a managed loan and deficit, agreed with Derby local

education authority. It is repaying capital and a low rate of interest on these loans, but they have been highly successful in allowing the school to expand its provision and continue to raise standards. By actively seeking other sources of income noted above, the school has been able to further improve the quality of education and its partnership work with other schools and the local community.

61. While the school's unit costs are now above average, it has achieved its high and rapidly rising standards and very good quality of education during times when funding was below average, and capital resources in particular were limited. The school, therefore, provides very good value for money.

Sixth Form

62. The success of the Millennium Centre sixth form is a result of the very high quality of collaboration between the two schools involved in its provision. It is led and managed very effectively by its executive committee of both headteachers and heads of centre. Excellent systems are in place to ensure the complex provision runs smoothly. It is governed very effectively by a sixth-form steering group comprising representatives of the governing bodies of both schools. Governance has been very effective in establishing a sixth form which serves both schools and the community well. However, governors have not ensured that the school meets its statutory duties in providing a religious education curriculum for all students.
63. The development plan ensures that subject leaders and teachers from both parts of the centre are effectively supported to achieve the best for the students. Collaboration between teachers in both schools to provide courses of high quality has been very good. The pastoral dimension of the provision is exceptionally well managed with each student receiving high quality support. A very positive ethos prevails and students and staff strive for high all-round achievement. Monitoring arrangements are very thorough with each head of centre monitoring and, where necessary, supporting teachers.
64. There has been a small and reducing subsidy to the sixth form from the 11 to 16 school, but this has not had an adverse impact. Any negative effect is more than outweighed by the very positive impact of the sixth form on the morale and aspirations of pupils, students and teachers. From the perspective of Littleover School, then, the sixth form is, therefore, very cost effective.

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 **very good**.

Main strengths and weaknesses

- Standards in tests and examinations at the end of Year 9 and Year 11 are well above average.
- Pupils demonstrate very high levels of oracy and comprehension.
- Informed by thorough assessment, teachers have very high expectations of pupils and expect them to work hard to reach their potential.
- There is some good, very good, and excellent teaching in Years 7 to 9 and Years 10 and 11.
- Teachers intervene to support high attaining and less able pupils in the groups, but there is no separate material for such pupils within mixed-ability groups.
- Where teaching is satisfactory, rather than good, it is because the activities are too teacher directed with little opportunity for independent learning or collaborative group work.

Commentary

65. Standards attained by pupils in examinations, at the end of Year 9, are high in comparison with national averages. Pupils enter the school with levels of attainment that are well above average and comparisons of results with pupils' attainment on entry indicate that the improvement they make as they progress through the school is very strong. At the end of Year 11, GCSE results in both English and English literature are well above the national average.
66. Overall, current standards are well above average and pupils achieve very well. In Years 7 to 9, pupils demonstrate very high levels of oracy and possess a good range of vocabulary. Standards of reading are very high, and show clear development, with pupils able to use inference and deduction skills to comment on writers' techniques. Pupils' writing skills are good, showing an increasing ability to sustain an appropriate style to match purpose and audience, and creative writing is lively and confident with well-developed vocabulary. Most pupils are able to sequence paragraphs coherently, and spelling and punctuation are generally accurate, with evidence of pupils' proof reading their work, but there are some weaknesses amongst less able pupils.
67. In both Years 10 and 11, pupils achieve very good standards in oracy and are able to express ideas clearly and thoughtfully using a well-developed range of vocabulary. Pupils' skills in reading are very good, showing clear development in the analysis of challenging fiction and non-fiction texts, with high attaining pupils able to comment on structural as well as linguistic features. Pupils are able to write in a range of styles, suited to purpose and audience, and can structure paragraphs effectively. High attaining pupils can link ideas cohesively, using a variety of sentence structures for effect. The technical accuracy of pupils' writing develops well and the standard of writing in GCSE coursework assignments is very high.
68. The quality of teaching and learning is very good across Years 7 to 11. Teachers have very good subject knowledge, set very high expectations of pupils and challenge them in order to develop their vocabulary. Lessons have a brisk pace and a range of activities that engage pupils. Where teaching was satisfactory, rather than good, the pace of the lesson dipped, or there was insufficient opportunity for independent learning or group work. Although there were

no examples of separate tasks for pupils of different abilities, teachers' interventions, and effective use of learning support assistants, enabled high attaining and less able pupils to achieve very well. The ethnic minority achievement support teachers work jointly with the English department to produce materials with language that is accessible. Despite some variation in the quality of written feedback on pupils' marked work, in the majority of cases pupils are given clear targets for improvement of their work. The use of ICT also has a positive impact on pupils' learning in assignments across all years.

Outstanding practice

Carefully planned work on a class newspaper enabled pupils of all abilities in the class to develop their understanding of content, layout, style and target audience. Highly effective management of group work ensured that pupils of different abilities were able to work collaboratively, and provided challenge, through the more able pupils in each group stimulating and extending the discussion of their peers. The learning support assistant was deployed effectively to support pupils with individual education plans, and to facilitate the learning of other pupils when the teacher led a group using computers. Well-structured worksheets enabled pupils to plan creatively within a supportive framework that also highlighted key vocabulary. The variety of activities maintained pace in the lesson and the enthusiasm of the pupils. Clear guidelines, and supportive material, ensured that pupils were able to work independently when required. ICT was used effectively to promote learning as the pupils discovered how Publisher could be used to design the front page, and to make them question the impact of the choice of font and layout on the target audience. Effective end-of-lesson reviews encouraged pupils to evaluate the work they had produced and modify ideas in the light of discussion.

69. Leadership of the subject is very effective. The department has a clear vision for the way forward, and seeks to raise standards by analysing how different groups of pupils are performing. The decision to focus additional support on lower attaining pupils has raised standards, and the organisation of wider ability groups in Years 9, 10 and 11 has had a positive impact on raising teacher expectations and pupil aspirations. The department is managed very well. There are clear policies for monitoring and evaluation and the head of department uses information held on the school's data system, and departmental meetings, to review pupils' progress and to follow up any issues arising. There is a well-organised schedule for lesson observations and the sampling of pupils' work, with proformas for constructive feedback to teachers. Pupils learn in a stimulating environment that is enhanced by celebratory and informative displays.
70. Improvements since the last inspection are very good. Examination results have risen significantly and pupils make very good progress as they move through the school. Girls still outperform boys in the tests at the end of Year 9 but the gap between boys' and girls' attainment narrows considerably by the end of Year 11, with a rise in the proportion of Pakistani boys attaining higher standards at the end of Year 9 and Year 11.

Language and literacy across the curriculum

71. The level of pupils' competence in English language and literacy is very good throughout Years 7 to 11 and is promoted very well. High levels of literacy enable pupils to study the curriculum successfully throughout the school, and the attention paid to oracy has developed very good listening skills and the ability to extend and challenge ideas through discussion. The school recognises literacy as a whole-school responsibility and, following subject audits of writing, has set literacy targets for all subjects for Years 7 to 9 which are reviewed each term. These targets are displayed in classrooms around the school and pupils can explain how the targets relate to their work. There is a clear literacy action plan detailing priorities, and a literacy management group, comprising one representative from each department, that meets once per term to discuss planning, implementing and assessing literacy across the curriculum.
72. The focus of the school's intervention action plan is on the small number of pupils who need support and the school has used funding to employ teaching assistants for this purpose. Following training, teachers plan for teaching assistants to focus on literacy in relevant

lessons. Many departments are supporting literacy skills positively in their subject areas through encouraging speaking and listening skills and the highlighting and use of key words in lessons and displays around the school. In geography and design and technology, for example, teachers insist on subject specific language and talk about the definitions and, in other areas, such as ICT, drama and music, pupils are taught definitions, and terms through explanations and practical activities. The school has developed the library as a resource to support literacy and it is used for reading lessons with Year 10 pupils once a fortnight, with plans to start a library skills programme with Year 9 pupils next term, and as a base for the Sunrise Club which supports pupils with learning in Years 8 and 11. Sixth-form students support literacy development through paired reading with Year 7 pupils, and a whole-school 'spellathon' is planned for the spring term.

French and German

Provision in French and German is **good**.

Main strengths and weaknesses

- Overall teaching is good with some lessons judged very good or excellent.
- Relationships between pupils and staff are very good.
- Staff are well qualified and motivated with high expectations for all their pupils.
- Attainment at the end of Year 11 is well above average in both French and German.
- There are very few opportunities for pupils to use ICT for language learning.
- There is restricted access for pupils to sources of authentic language and cultural materials in French and German, due to a lack of videos and a paucity of written material in the library.

Commentary

73. GCSE results in French and German were well above the national average in 2001 and 2002 but dropped in both languages at the end of 2003 to a standard still above the national average. The trend for results over the last three years shows a decline in the higher grades and an increase in D grades. This decline is partly due to inconsistencies in the standard of teaching: lessons observed varied from satisfactory to excellent. The majority of pupils, including those of ethnic minorities and pupils with special educational needs, achieve well when their results are viewed in the light of their prior attainment. Higher attaining pupils achieve very well. In 2002, boys' results at GCSE were considerably below those of the girls, but this was not the case in 2003.
74. Standards, currently, are above average by Year 9 and well above average by Year 11; pupils' achievement is very good overall. The use of the foreign language by pupils in both French and German is confident and spontaneous because of teachers' clear and high expectations. All lessons observed included good use of all four skills of speaking, listening, reading and writing, although extended writing skills are underdeveloped in Years 10 and 11, especially with higher attaining pupils.
75. Overall, the quality of teaching and learning is good, and often it is very good. Teachers have very good knowledge and understanding of their subject, including those who teach in their second language in Years 7 to 9. All groups work confidently in pairs, which allows new language concepts to be learned very effectively. All lessons are conducted at a brisk pace and pupils are challenged throughout. In the best lessons, teachers refer to previously learned concepts, share the aims of the lesson with pupils and set out clearly what they should be able to do and understand. This is reviewed very effectively at the end of the lesson. In less effective lessons, pupils do not clearly understand what is expected of them by the end of each lesson, nor can they put that particular lesson in the context of the unit of work. In many lessons observed, opportunities for extended writing are not given enough emphasis especially in higher attaining groups. Most lessons are directed strongly by the teacher with limited

opportunities for independent learning. The lack of ICT in French and German severely restricts independent learning and deprives pupils in all years of valuable, self-paced revision tools to reinforce their learning. The fact that staff are compelled to travel to other unresourced teaching rooms has an adverse effect on teaching and learning.

76. There has been good improvement since the last inspection. Attainment in French and German was lifted from above average to well above average in 2001 and 2002 but declined to above average in 2003. Assessment of National Curriculum levels at the end of Year 9 was based solely on departmental tests but there is now some pupil involvement in assessment at other times. There is a departmental development plan in place, but lack of ICT within the department and the poor provision of French and German books in the library remains an issue. Pupils' reading skills have improved since the last inspection due to the inclusion of appropriate reading tasks in most lessons.
77. Leadership and management are good and show some improvements since the last inspection. There is an ethos of constantly striving for achievement among all members of the team, most of them dual linguists in French and German. All staff have high expectations of all pupils. The department organises very popular annual journeys to France and Germany, and often these journeys influence pupils' subject choices in Year 10. Other opportunities for extra-curricular activities in the department are limited.

Panjabi and Urdu

Provision in Panjabi and Urdu is **good overall**.

Main strengths and weaknesses

- GCSE results are consistently above the national average.
- Teaching and learning are good in Years 7 to 11.
- ICT is not used to further pupils learning in the subjects.
- The application of the school's marking policy is inconsistent in Urdu.

Commentary

78. These languages are not taught in Year 7. In Years 8 and 9, pupils are making good progress and standards of attainment are in line with national expectations. At GCSE, the percentage of pupils gaining A*-C grades has been consistently above the national average. In 2003, Panjabi results were above the national average and Urdu results were well above the national average. The percentage of girls gaining A*-C grades at GCSE has been better than boys but recent examination results demonstrate improvement in the attainment of boys studying these languages.
79. Standards of work seen in exercise books, and lessons in Years 10 and 11, are above the national expectations and in line with national expectations in Years 8 and 9. Pupils achieve well; they are making good progress and are able to produce good written work on a variety of topics, demonstrating well-developed writing skills. Most pupils take an active part in class discussion and speak confidently on a variety of topics. All pupils speak Panjabi and Urdu respectively at some length and express themselves effectively. More able Year 11 pupils demonstrate highly developed reading and writing skills, with some high attainers reading the Quran in the month of Ramadan. They use past, present and future tense statements and demonstrate good understanding. Pupils with special educational needs are making good progress.
80. The quality of teaching and learning in Urdu and Panjabi is good in Years 8 to 11. Teachers' vibrant enthusiasm, knowledge of the language, questioning techniques and use of target language are the strengths of Panjabi and Urdu teaching. Teaching of these languages includes support for the acquisition of linguistic structure and grammar and the development of

social skills, but lesson objectives are not shared with pupils. The quality of learning mirrors that of teaching and pupils have particular strengths in reading and understanding authentic text from a variety of resources, making presentations and participating in class discussions.

81. There is good use of assessment data to monitor pupils' performance. The marking of pupils' work is, however, not consistent across the department and the department's policy is not followed rigorously by teachers of Urdu. There are diagnostic comments made on occasions but not with regularity. Good, meaningful displays are creating a good learning environment for both languages, contributing to raised expectations and standards of work produced by the pupils. There is no use of ICT in the teaching of Panjabi and Urdu.
82. The leadership in the subject is good, with a clear vision about how to improve. Teachers have a sound knowledge of their subject's exam specification. The subject teaching in both languages is making a good contribution towards the spiritual, moral, social and cultural development of pupils. The improvement since the last inspection has been good. The examination results are consistently above the national average. The numbers of pupils studying the languages are growing and there are eight non-Panjabi speakers learning the language. The introduction of AS/A-level Urdu is well on its way.
83. Good provision has been made for other languages, such as Chinese and Gujarati, after school. Although the numbers of pupils attending these classes are low, they are making good progress. There are five pupils who are preparing for their GCSE examination in Gujarati this year. The provision made for the community languages shows the school's firm commitment towards raising the attainment of all pupils who attend this school.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- High standards, well above national averages, are achieved in national tests at the end of Year 9 and in GCSE in Year 11.
- Teaching is good, and often very good, promoting effective learning.
- Attitudes and attentiveness of pupils are excellent.
- Investigative work is very well incorporated into the mathematics curriculum.
- Leadership and management of the department are excellent.
- Effective use of ICT in mathematics is inhibited through limited ICT resources within the department.

Commentary

84. Standards reached by the end of Year 9 are very good. Results for both boys and girls are well above national averages and in comparison with similar schools. Since 1998 the trend has risen faster than the national trend. Results for 2003 maintain this pattern, with nearly three-quarters attaining higher-than-average Level 6 or above. Prior to 2003, more boys than girls reached these higher levels, but this is now reversed.
85. GCSE performance is very good. Over 70 per cent of candidates gain grades A*-C. All candidates in 2001 and 2002 gained at least grade G; virtually all did in 2003. Growth in A*-C grades is impressive. The proportion of A*-B grades has almost doubled in four years. The proportion of A* grades has, however, fallen. The performance of boys is similar to that of girls; results for both are significantly above national averages. GCSE statistics results are excellent, almost three-fifths of candidates gaining grade A or A* in 2003.

86. Although the attainment in mathematics on entry to the school is above average, these results represent very good achievement, both for boys and girls and for pupils from different ethnic groups. This is further confirmed in lessons seen and work scrutinised throughout Years 7 to 11. The work of girls tends to be better presented and with more detail but, overall, pupils have a high degree of mathematical competence.
87. Overall, teaching and learning are very good. All lessons seen were at least satisfactory; one was excellent. Lessons are well planned, purposeful and start promptly with 'warm-ups' that are often of high quality and linked to lesson themes. Pace and explanation are good. Resources are used well. Pupils move rapidly into written or other work. In answering questions, oral or written, pupils are expected to accompany answers with reasons – this strengthens learning and confirms understanding. They are not afraid to seek clarification if they do not understand. Their regular training in interpretation of information, particularly statistical, is contributory to the rising standards. An excellent programme of investigative work is incorporated into the teaching programme providing vital practice for later coursework projects. Teachers are very knowledgeable but do not always transmit their enthusiasm to pupils. Standards are high because of expert teaching, strong motivation of the pupils and regular and efficient assessment programmes. The lack of computer resources within the department restricts broader learning, although some coursework does contain examples of the use of ICT.
88. Whilst teaching overall takes account of the needs of all pupils well, in some lessons an insufficient awareness of the needs of individual pupils inhibits progress. In lower attaining classes there is a tendency to move forwards too quickly before a topic is properly understood, and the application of the schemes of work being too rigid. Where support teachers are present for pupils with special educational needs, valuable help is provided. Such pupils make overall good progress.
89. Assessment of pupils' work is of very good quality. Homework is a key part of the programme. It is set regularly and efficiently. Marking is thorough with constructive comments. Termly tests assist learning. Targets, set by teachers or by pupils through self-assessment, are recorded in exercise books. Detailed pupil records are maintained and monitoring is effective.
90. Teacher support outside of lessons is extensive, through summer school, Sunrise clubs, mathematics challenge and lunchtime and after-school availability, giving pupils of all abilities great opportunity. This extends to visits to junior schools, too, and provision of mathematics tuition to parents.
91. Good improvement since the previous inspection is evident in the standards achieved at all levels, through the experienced staff and effective teaching taking place, strongly assisted by the very positive attitudes of the pupils.
92. Leadership and management of the department are excellent. Departmental documentation is of high quality, informative and helpful. Clear guidelines for testing and marking are provided. Schemes of work are clear and reviewed regularly. There is much which is creditable. There is a pride in the success achieved and a desire to build even further. The Specialist Schools' initiative provides a major springboard for this, both within the school and the wider community.

Mathematics across the curriculum

93. A whole-school policy for numeracy has only recently been devised - very late compared with many schools - and introduced to staff. Inter-departmental links between mathematics and, in particular, science, design and technology and geography, are underway but still in initial stages, concentrating on areas for co-operation or concerns to be addressed.
94. Most pupils are very competent numerically. Those who enter school in Year 7 with low attainment in mathematics receive targeted help via summer school training, Springboard and other support material, as well as guidance within and beyond lessons. Bridging material texts on decimals, fractions and percentages, devised in conjunction with primary schools, are effective in helping pupils to make a good transition to secondary school. Whilst some pupils remain slow on mental recall, most are confident and accurate. Calculators are used wisely. Across the curriculum, capability in mathematics is generally strong. Very good usage is evident in ICT, geography and design and technology. Pupils can accurately draw most types of graph, including distance-time and time series, bar and pie charts, and understand linear though not curvilinear correlation. Very good analysis of river-channel fieldwork measurements of stream flow, and of population pyramids with links to economic issues, occurs in geography. Spreadsheets, flow charts and control technology sequences are used well in ICT. In art and design, use of numeracy is not satisfactory, little evidence of measurement, perspective or enlargement being seen, and there is not enough use in physical education.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards achieved at the end of Years 9 and 11 are well above national expectations.
- Arrangements for the assessment and monitoring of pupils' progress are very good.
- The subject benefits from very good leadership and very effective management.
- Highly motivated pupils with a good ethos for learning contribute significantly to their own success.
- Good teaching, particularly in Years 10 and 11, enables pupils to learn well.
- Laboratory accommodation and the space available for technicians to carry out preparations are unsatisfactory and need to be improved.

Commentary

95. Results by the end of Year 9 are well above the national average and also above the standard reached by similar schools. These show a significant improvement since the last inspection. The department has an admirable policy of entering **all** pupils into the GCSE science double-award examination and the results have improved every year since 1998. In 2002, almost three-quarters of the pupils achieved grades at, or above, grade C. This is well above national expectations and was further improved in 2003 when half the pupils obtained the top grades of A* and B.
96. Achievement is good across Years 7 to 9. Pupils enter the school with attainment above the national average and, by the end of Year 9, they reach a standard well above national expectations. In Years 10 and 11 achievement is very good. Not only are the high standards reached by the end of Year 9 maintained but they are improved upon at GCSE. The high motivation of the pupils and the school's excellent ethos of learning contribute significantly to the pupils' success in the GCSE examinations. Pupils develop a strong knowledge and understanding of scientific facts and principles in their time in the school.

97. Teaching and learning are good overall. Teaching is consistently good, sometimes very good and never less than satisfactory. Teachers are caring and concerned to do their best for the pupils. Their subject knowledge is good and they prepare the pupils very thoroughly for the external examinations. Pupils co-operate and take pride in their work. The department is incorporating ideas from the National Key Stage 3 Strategy such as the three-part lesson. There is good use of true/false cards to initially engage the whole class, but learning objectives for the lesson are not generally discussed with the pupils at the start of the lesson or revisited in the plenary session. Very good use of ICT was observed in a lesson where computer simulations displayed on an interactive whiteboard helped pupils understand abstract concepts related to the orbits of satellites, planets and comets. Lessons were judged to be only satisfactory when there was insufficient variety in teaching style and too narrow a range of stimuli to capture the interest of the pupils.
98. Reliable assessments of pupils' knowledge and understanding of the work covered take place frequently so that pupils' progress can be monitored carefully. Well-focused support is offered to those pupils identified as underachieving and the revision sessions provided by staff over the twelve-week period before the GCSE examinations are greatly appreciated by the pupils. All the pupils spoken to during the inspection knew their individual target for attainment by the end of the year and many had been given clear advice about how they could improve.
99. The very good leadership and management of the department have a significant impact on the high standard of work achieved by the pupils. The head of department has a clear vision for the future of science in this school. His hard work and strong dedication to bringing about continuous improvement provides a good role model for both staff and pupils. His leadership is scrupulously fair and he has established a very coherent and harmonious team of staff all committed to the development of the department. Fresh innovations are always being considered. The introduction of 'Thinking Science' lessons in Years 7 to 9 and the recently successful bid as a specialist science and mathematics college are notable examples of such innovations. The department is in very safe hands as it enters this new and exciting phase.
100. The day-to-day running of the department is also very good. Detailed schemes of work are in place. The science department has very good technical support but at present the technicians have insufficient space to effectively carry out their work for lesson preparations. The current laboratory accommodation cannot fully cater for the number of science lessons and pupils' practical work is consequently constrained in the lessons that take place in classrooms. This is unsatisfactory but should be remedied when the new laboratories being built in 2004 come into use. A more urgent issue is the potentially hazardous storage arrangement for the hydrogen cylinder. This needs to be stored in a safe outside building.
101. There has been very good improvement since the last inspection, especially in test and examination results.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Pupils' achievement by the end of Year 9 and Year 11 is very good.
- Assessment practices in Years 7 to 9 encourage pupils to adopt excellent habits of self-evaluation.
- Very effective standard practices underpin the very good teaching that brings about very successful learning throughout the main school.
- In all lessons seen, teachers know their pupils very well so can deal efficiently with their individual needs.
- Pupils' high attainment in ICT is not used to its full effect in all subjects.

Commentary

102. Standards at GCSE are very good in relation to the national average and have been improving over several years. The high results in examinations are confirmed in lessons seen and in pupils' written work. Year 11 pupils have a very good understanding of the principles behind the use of ICT and of its implications for society. They have very good basic skills that they apply very well in the independent problem solving which forms the major part of their coursework. Year 7 pupils enter the school with good computer skills and soon learn to make their own decisions based on consideration of the purpose of their activity. Throughout Years 7 to 11, boys and girls work at equally high standards, although girls take greater care with accuracy and boys are more adventurous in their application of ICT. Pupils from all ethnic groups work equally well, and those with special educational needs are confident users of ICT, both in these lessons and in their other subjects. All pupils, therefore, achieve very well in relation to their ability.
103. This high achievement is the result of consistently very good teaching. Staff have very high expectations of pupils and support them very well through careful development of knowledge and understanding, clear instructions for each activity and then very well-judged support to individuals. In every unit of work, and usually in every lesson, there is an initial solid basis of knowledge and skill followed by a challenge to apply it to a new situation. Teachers' very good knowledge of pupils' needs is the result of excellent assessment. For example, pupils in Years 7 to 9 habitually reflect on lessons, reporting the impact of each lesson on their understanding in addition to having their work marked. Pupils therefore learn very well. They know that their views and efforts are respected, with the result that they are confident and committed to improvement.
104. Leadership of the department is very good, with clear vision for the improvement of pupils' learning. It is well managed in that the department staff work very closely together, all contributing ideas for good practice and supporting each other in discussion. The level of equipment has improved since the last inspection, with the ratio of computers to pupils now almost reaching the national average and with a very good range of other devices to support learning. The equipment is very well maintained by a qualified technical team. All staff involved in the department, both teaching and non-teaching, have good opportunities for training so that they develop their expertise.
105. Teachers take an appropriately broad view of the curriculum in that they support the development of pupils' literacy and numeracy through their teaching of ICT. The curriculum deals with the morality of ICT practices, and teachers promote pupils' awareness of their own worth and that of others.
106. Improvement since the last inspection has been very good in that standards have risen throughout Years 7 to 11 and the school is better equipped.

Information and communication technology across the curriculum

107. The provision for ICT across the curriculum has improved since the last inspection. The number of computers has increased to almost the current national average and the school has recently introduced several departments to the use of interactive whiteboards for whole-class work. Teachers have all been trained so that they can plan effective use of ICT to help learning. There is good use of ICT in science that allows pupils to experience data logging and analysis. Teachers of design and technology use ICT well but the equipment has limitations that impedes the use of the most effective software. There is still very little use of computers in art and design and modern foreign languages, and insufficient use in history, geography and music. In most other subjects there is some use of ICT, but it is difficult for teachers to book rooms for whole-class use. In all cases, pupils have good ability to use ICT to help their learning.

HUMANITIES

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- High standards of attainment by the end of Year 11.
- The quality of teaching is good, with some being very good.
- Relationships and pupils' attitudes are very good.
- Pupils are continually encouraged to use subject specific language.
- Pupils do not have sufficient opportunities to use ICT.
- Teachers' marking does not always show pupils how to make progress.

Commentary

108. Standards of attainment by the end of Year 11 are well above national averages, reflecting a trend since 2000 of very high performance. Attainment by the end of Year 9 is above average.
109. Achievement is very good overall; it is good across Year 7 to 9 and very good in Years 10 and 11. Pupils from Years 7 to 9 make good progress through extending their subject vocabulary, skill development through fieldwork and graphicacy, decision-making activities and use of data. The majority of pupils show good progress in mapping skills although some lack confidence and require further support.
110. Very good progress is made by the end of Year 11. Pupils are increasingly secure in concept understanding, subject skills and accuracy of subject language. Discussion of social and ethical issues in urban development contributes well to citizenship. Coursework is of a good quality, showing investigative techniques and hypotheses testing.
111. Overall the quality of teaching is good with some being very good; it was never less than satisfactory. Teachers ask questions skilfully and display good subject knowledge. Teachers work well with support teachers. Lessons are well planned, but teachers do not always share the lesson objectives with pupils and, in some instances, teachers talk to the class for too long. Teacher expectations are very high and in the very good lessons a range of activities is used and work is challenging. Relationships between teachers and pupils are very good, and enhance the learning. Pupils' attitudes and their motivation to learn are very good. Better use of ICT for data analysis and modelling would improve learning. The marking of work needs to be more helpful in showing how to make progress. Some higher attainers would benefit from materials to further develop their learning and occasional regrouping so that they can work together.
112. Leadership and management are very good. The department is conscientiously led and a very good team ethos exists. Staff have a common purpose and make effective contributions to the school goals. There is a clear vision about how to improve, focused on improving pupils' learning and more systematic monitoring of their progress. The department makes a good contribution to citizenship, numeracy, literacy and social, moral and cultural education.
113. Improvement since the last inspection has been good. Assessment procedures are increasingly used to help teachers plan their lessons, and there are better resources to support the range of abilities. More time is still needed for the department to meet to discuss curriculum development.

History

Provision in history is **good**.

Main strengths and weaknesses

- GCSE results are above the national average.
- Standards of work are above average.
- Leadership and management are very good.
- Pupils do not have sufficient opportunities to use ICT.
- The accommodation is only just satisfactory.

Commentary

114. Standards at the end of Year 9, and results at GCSE, have steadily improved, both being above the national average.
115. Across Years 7 to 9, pupils achieve well. Pupils of all abilities show increasingly good factual knowledge, with a good grasp of chronology and effective use of sources. A good example of this was seen in a Year 7 lesson when pupils sorted into correct order the events of 1066, using representations of the Bayeux Tapestry to reach appropriate conclusions.
116. Standards in Years 10 and 11 are above national expectations. This represents good achievement. Pupils gain good examination skills and can explain historical issues effectively. A good example of this was seen in a Year 10 lesson on the Gallipoli campaign of World War One, when pupils demonstrated good recall of previous learning and were able to produce well-constructed examination answers based on source material.
117. The quality of teaching and learning is good, and often very good. Lessons are well planned and taught in a way that challenges pupils of all abilities to think about the historical issues. Pupils respond with very good attitudes towards the subject. Overall, they are very well engaged by the teaching. The learning by pupils with special educational needs is good, due to effective support by class teachers. Pupils who have English as an additional language also learn well with good class support. There is a good scheme of assessment and, overall, pupils know how well they are doing. Although some good instances of the use of ICT were seen, overall the access to computers is insufficient, with one classroom being particularly unsuitable for teaching groups of the usual size.
118. The leadership and management in history are very good. There is a very clear vision for the development of the subject. Documentation is thorough and there are regular department meetings. Teaching is well monitored. The department has taken an effective lead in implementing the Key Stage 3 Strategy. There is a very good programme of extra-curricular activities, including regular visits to the battlefields of the First World War, which pupils find moving as well as extending their knowledge. Pupils' work is impressively displayed, including good accounts of visits to Lincoln and Tutbury Castle. The teaching accommodation is barely satisfactory. Classroom use is dispersed over the school site and many rooms are crowded.
119. The improvement since the last inspection has been good. All pupils now work with greater purpose. History is a popular GCSE option and results have improved.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards in Years 7 to 9, and in the GCSE courses in Years 10 and 11, are above average.
- Teaching is good and contributes well to pupils' good achievement.

- The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils.
- Good leadership and management of the subject ensure that pupils receive a rich diet of religious education.
- Not enough time is given to the subject in Years 10 and 11 to enable all pupils to learn from religion as well as they might.

Commentary

120. Standards in Years 7 to 9 are above average in relation to the Derby Local Education Authority Agreed Syllabus. Given pupils' average standards on entry to the school, these represent good achievement for pupils. There are some good examples of pupils developing their knowledge and understanding of religious language, principles and concepts. They are able to link their knowledge of religion with their everyday experiences. Pupils with special educational needs achieve well. The use of key words, technical language and good discussion work enable pupils to improve their speaking and listening skills
121. In Years 10 and 11, standards in the work seen are above average in the GCSE classes and below average in the general course. Overall achievement is satisfactory. GCSE results were broadly in line with the national average in 2003, and achievement was satisfactory. Pupils extend their knowledge and understanding of how they can learn from religion and apply it to their lives, but do not always question or explore their own attitudes in sufficient depth owing to the limited amount of curriculum time available. This accounts for the below average standards seen in the general course taken by all pupils.
122. Teaching is always good with some very good features and contributes well to pupils' achievement. The teachers' good use of discussion and questioning enables pupils to express their opinions and form clear judgements about religious and moral issues. The teachers' very good knowledge of the subject enables pupils to make good progress in the GCSE course. In one Year 11 lesson, pupils showed a very clear understanding of the issues involved in abortion, and their ability to articulate their views in well-researched presentations was very well developed. Pupils' spiritual and moral awareness is particularly strong. They demonstrate a clear respect for the views, faiths and traditions of each other. Homework is used well to allow pupils to reflect on the information they have gained in class. Teachers have clear expectations of pupils and challenge them to succeed, and these are very effective in contributing to good pupil achievement, especially in Years 7 to 9. The assessment procedures provide a clear basis for assessing what pupils know and understand. The subject sets detailed targets against which it can assess pupils' progress. However, these are not shared sufficiently with pupils and marking of pupils' work is inconsistent in its detail.
123. Curriculum leadership is good, with a clear sense of purpose and direction. The head of the department approaches the task with enthusiasm and commitment. He has been very successful in developing a strong team approach, and is supported very well by other teachers, none of whom are specialists. The subject is managed well and this is reflected in the rich diet of religious education provided for the pupils.
124. Since the last inspection standards have improved. Good improvements have been made in planning and in the schemes of work. The hard work of the curriculum leader has achieved great credibility for the subject. The quality of teaching has also improved. Overall, the improvements since the last inspection have had a good impact on standards, pupils' achievement and progress.

TECHNOLOGY

Design and technology

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

Main strengths and weaknesses

- Clear leadership by the hard working head of department shows very good educational direction for the subject and teaching staff are committed and dedicated.
- Attainment at GCSE is high.
- Teaching is very good and leads to very good achievement by pupils.
- Pupils have very good relationships with teachers and with each other, and receive high levels of individual support. This is reflected in their positive attitude to work.
- Pupils' design portfolios in Years 7 to 9 do not always show clear links between stages of the design process.
- The use of research and analysis is weak for lower attainers.

Commentary

125. On entry to the school, pupils' understanding and appreciation of designing and the practical skills of making are variable and, overall, average. Not all pupils have experienced working in resistant and compliant materials, including food, or understand the full design process of making and evaluating. All pupils, including those with special educational needs, low attainers and ethnic minorities, therefore, make good progress. Overall, pupils attain standards that are above national expectations at the end of Year 9. This is as a result of consistently good, or very good, teaching, management of the subject and pupils' positive attitudes to their work.
126. In the GCSE examinations in 2002, a well above average percentage of pupils gained the higher grades A*-C. Boys' results overall were higher than girls' and this is the reverse of the national trend. In 2003, results have improved still further and, overall, reflect the school average. GCSE results have improved significantly since the time of the last inspection.
127. In the work seen in Years 10 and 11, standards are well above average. There is a marked improvement as pupils move through these two years. Higher attaining pupils consolidate skill acquisition through very good research, organisation and evaluation and produce design folders of a high standard. The independent work of the higher attaining pupils is very good. Less able pupils struggle with generating ideas and have problems with research and analysis. This is compensated by skilful teacher intervention and pupils make similar progress to others producing at least very acceptable products. Pupils clearly enjoy the practical aspects of the course and this is reflected in their attitudes to work and very high standards of behaviour.
128. The use of ICT is beginning to improve standards of presentation and depth of research. In electronics, pupils are confident in the use of specialist software to model and test their electronic circuits. Limited and ageing ICT resources hamper developments, including computer-assisted design and manufacturing in resistant materials.
129. Pupils' positive relationships with each other and their teachers is a strong feature of the department. The high level of individual guidance, along with opportunities to continue work beyond lessons, are all contributory factors to the good progress being made. Links with industry are good, for example S&A Foods and Toyota UK who provide a specialist engineer to support the exciting work in the Young Engineers Club.
130. Teaching and learning are very good overall. Good and very good teaching was characterised by well-organised lessons, teachers' secure subject knowledge and high expectations. Pupils understand what is expected of them and are given clear deadlines for completion of work. Lessons where teaching was satisfactory had some good features, but there was a lack of sharpness and the focus for the lesson was directed towards the task at the expense of developing learning to the depth and breadth expected.

131. Leadership is very good and management of the department is excellent. Policies and practices are effective and there is a shared vision for improvement by a team of committed teachers who work well together. Assessment procedures are used well and are having a positive effect on standards. Pupils' work is marked regularly but target-setting is not always consistent in helping pupils in Years 7 to 9 to identify clear targets to improve.
132. The technical assistants in food and resistant materials make a valuable contribution to the smooth running of the department. Co-ordination is made difficult with specialist teaching rooms of variable quality widely dispersed in four separate buildings. Food technology rooms have been refurbished to a good standard and provide a stimulating environment. The department is to benefit in the near future from a new building.
133. The last inspection noted non-compliance with the National Curriculum requirements. Technically, this is still the case, as the school has pre-empted the government's intention to make the subject an entitlement rather than a required course of study from September 2004. Apart from this, the department has made good improvements since the last inspection.

VISUAL AND PERFORMING ARTS

Art and design

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

Main strengths and weaknesses

- Pupils have a good knowledge of the basic elements, such as line, tone and pattern in Year 9 and are familiar with some art movements.
- The department makes a very positive contribution to pupils' cultural development through visiting artists and art and technology evenings.
- Boys' performance at GCSE has been below average in Years 10 and 11.
- Above average ability pupils are underachieving in Years 10 and 11.
- Pupils do not work from direct observation enough, and there is not enough vigorous, expressive work.

Commentary

134. GCSE results were well below average in 2000. They have steadily improved and were in line with the national average for all maintained schools in 2002, but they were lower than other subjects in the school. They improved slightly in 2003, with results still broadly average. Boys' performance has consistently been lower than girls', the gap is wider than it is nationally.
135. Most pupils are achieving satisfactorily, and results indicate an improvement in standards over time. In Years 7 to 9, most pupils use line, tone and pattern confidently. In projects where they derive their images mainly from their imagination rather than from direct observation, standards are not high enough. For example, in the Year 9 Pop Art project and Year 9 pattern project, pupils were using simple symbols some of which were reminiscent of cartoons. In Years 7 to 9, most work is in graphic media, such as pencil, fine liner, coloured pencil or pastel, and standards are sound, although there is not enough evidence of painting or work in other media. Sketchbooks are not used enough to explore and experiment or to develop their own ideas. In Years 10 and 11, again, overall standards are sound, but pupils lack the confidence to paint and draw expressively; much of their work is cautious and is too dependent on images derived from photographs or reproductions. These weaknesses constrain the ability of higher attainers to reach the highest grades at GCSE. Below average ability pupils are achieving satisfactorily due to the extra help teachers usually give. No discernible difference exists in relation to ethnicity. The highest standards are usually achieved by girls, and more girls than boys opt for art and design in Year 10.

136. Teaching and learning are satisfactory overall. Most Year 7 - 9 lessons are thoroughly planned and give pupils a good grounding in the basic elements and skills. Pupils' concentration is good in most lessons. Pupils, however, have insufficient scope to develop their own ideas; their work is very similar and shows insufficient individuality. In Years 10 and 11, teaching has given the pupils the ability to research and develop their own ideas and relate their work to artists' work, but pupils do lack some confidence to work vigorously in a wide range of media. Teachers mark pupils' work thoroughly and provide close individual guidance during lessons. Some strategies are in place to improve boys' performance, including more time for advice and guidance outside lessons.
137. The department is well organised and has sufficient policies, procedures and documentation, but leadership has lacked the necessary vision with which to drive standards still higher.
138. The subject makes a very positive contribution to pupils' cultural development through visits to art galleries and museums, visiting artists and the art and technology week. The curriculum, however, has shortcomings. It enables pupils to learn about the basic elements and about a few art movements, such as Pop Art and Surrealism, but it does not enable them to cover a sufficiently wide range of art, design and craft by taking a more thematic approach.
139. Since the previous inspection, GCSE results have not risen at the rate of other subjects in the school, and in this regard improvement has been unsatisfactory. Results have, however, begun to rise steadily in the last three years.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils achieve GCSE results which are well above average.
- Very good teaching promotes high levels of musicianship.
- The good range of extra-curricular provision enhances learning.
- Music contributes effectively to pupils' cultural education.
- There is a paucity of ICT available to pupils from Years 7 to 9.
- Music accommodation is too cramped for performance work.

Commentary

140. Standards in music are well above average. All pupils entered for the GCSE examination since the previous inspection secured A*-C grades, with many achieving the highest grades. Similar standards were seen during the inspection of Years 10 and 11. Standards of pupils' work in Years 7 to 9 are above the national average. Pupils are confident performers, fluent in the use and understanding of musical terminology, possess acute listening skills and devise effective compositions which the majority can set to paper in both staff and graphic notations. Skills at evaluating performance and composition are more variable.
141. Pupils enter the school with a wide range of musical ability but uniformly achieve well across Years 7 to 11 irrespective of gender, ethnicity or special educational needs. Gifted and talented pupils make outstanding progress.
142. The quality of pupils' learning is a direct result of the very good teaching they receive. Pupils are enthusiastic and eager to learn because teachers are well-qualified specialists who impart their own high standards of musicianship via challenging, enthusiastic and skilfully delivered courses. Class management and discipline are exemplary. Pupils learn quickly and confidently because tasks are clearly explained, resources are imaginatively used and expectations are

very high. Tasks are designed well to suit the ability of different pupils. Frequent cross-references are made across all aspects of the music curriculum and there are incisive reviews of previous work. Skilful use of brief day-to-day tests and incisive questioning ensure pupils achieve to the best of their abilities. Peripatetic instrumental teaching is very good. Pupils' progress in lessons is restricted where too much time is spent on a single task.

143. The quality of leadership and management is very good. A clear vision for the department, centred on strong musical performance, is shared by all staff and permeates the whole school. Development planning is coherent and recognises the need to incorporate ICT in Years 7 to 9. The small size of music rooms makes it difficult to operate class performance work.
144. The range and quality of extra-curricular music is very good, including ethnic drumming, singing club of over 150 pupils, band, string ensemble and chamber choir; concert work and external visits are well planned. The quality of integration of music from a range of cultures in both lessons and whole school performance is exemplary and significantly contributes to cultural development.
145. Music has maintained the very good standards outlined in the previous report. Improvement has, therefore, been very good.

Outstanding practice

Using a world music topic in a Year 11 lesson to develop pupils' musical and wider cultural understanding, pupils' explored how Indian ragas were created through an imaginative range of activities supported by excellent live recordings and explanatory materials. Pupils were challenged to discuss the cultural context in significant detail, use listening skills acutely and create their own keyboard improvisations. The respect pupils acquired for cultural difference, informed by discussion of music's aesthetic and spiritual affinities, was palpably enriched by their own creative explorations.

Drama

146. A sample of three lessons was observed. Standards are above average at the end of Year 9 and above average at the end of Year 11. However, GCSE results for 2003 show fewer pupils gaining the higher grades of A* and A when compared with other subjects. This was the first cohort of pupils to follow a new drama syllabus and it was considered that they had not developed sufficient confidence in the level of performance required for this examination. The department is addressing this weakness by providing extra tuition on performance and has produced strategy sheets, and a practice portfolio, to assist pupils in the preparation of coursework.
147. There is a clear development in vocabulary, confidence, self-discipline and social interaction as pupils progress through the school, with pupils in Year 10 able to listen and respond appropriately to the views of others. Pupils make good progress with analytical skills. The standard of teaching in Years 7 to 9 and Years 10 and 11 is good. Teachers have good subject knowledge and use a range of strategies to motivate pupils. The emphasis on using precise terminology promotes literacy skills, and the level of challenge in the activities enables pupils to explore new concepts through work in role and improvisation. Group work is managed effectively, allowing higher attaining pupils to support less able, or less confident, pupils. Year 7 pupils, for example, were encouraged to evaluate what made their work in groups successful and identify ways in which it could be improved. Teachers deal with social issues sensitively and pupils are responsive, showing enthusiasm for the subject. Year 9 pupils discussed the social problem of child abuse with maturity, and the teacher used the opportunity to introduce a leaflet on citizenship at the end of the lesson. Extra-curricular activities, such as theatre visits, drama productions and a drama club, are organised by the department together with a session every week at lunchtime for GCSE pupils who wish to improve their grades.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- GCSE results for 2003 are well above the national average.
- A good range of extra-curricular activities provides further opportunities for pupils to develop their skills and participate in sport.
- The quality of teaching is good, with knowledgeable and committed teachers setting high expectations of pupils in terms of participation, behaviour and performance.
- Students are very well behaved and participate with enthusiasm in lessons.
- There is insufficient general curriculum time for physical education in Years 9, 10 and 11.
- Changing accommodation for pupils is unsatisfactory.

Commentary

148. The majority of pupils in Years 7 to 9 achieve well in physical education, making sufficient progress so that by the end of this period the majority is attaining at the level expected nationally, with several very talented pupils. They work as individuals and in groups to copy and practise simple skills with control and co-ordination. Most understand how to improve their own performance, for example by practising passing moves in netball and football. The majority of pupils in Years 10 and 11 are performing at a level which would be expected at this stage, although attainment of pupils on the GCSE course is above average. In 2003, 70 per cent of pupils on the full GCSE course gained A*-C grades. This is less than the excellent results of 2002 where over 90 per cent achieved these grades, a significant achievement, but it is still well above the national average. Achievement is, therefore, very good for pupils on the GCSE course and satisfactory for others.
149. Teaching overall is good with all teachers providing an environment in lessons in which all pupils, regardless of ability, gender or background feel valued for both effort and achievement. Pupils enjoy physical education and behave very well in lessons. There were no instances of unsatisfactory teaching observed during the inspection, with the majority of lessons judged good or better. In all year groups there is a wide spectrum of attainment but teachers accommodate this through positive support, guidance and encouragement, carefully constructed lessons and a variety of activities well matched to the ability of the pupils.
150. The teacher's authoritative teaching of a good Year 8 hockey lesson ensured pupils made very good progress in both performing and evaluating passing skills. The teacher's clear instructions and demonstrations in a very good Year 11 lesson ensured all pupils were able to progress in developing a range of badminton shots. The teacher's good management and careful preparation ensured pupils worked conscientiously and co-operatively in a good GCSE theory lesson to reinforce understanding of energy systems.
151. Leadership and management of the subject are good. The head of department provides a clear vision for improving the provision of physical education at the school and effectively deploys and manages the specialist and non-specialist staff. The comprehensive departmental development plan provides an excellent overview of what needs to be done, but the initiatives listed are not yet detailed enough. There is insufficient curriculum time in Years 9, 10 and 11 and the curriculum is still heavily biased towards games, as identified in the last report, with no dance and only limited gymnastics offered. The current unsatisfactory changing facilities are being addressed in the current plans for the new sports hall. There is no dedicated classroom to provide a base for the teaching of physical education theory lessons.
152. There has been satisfactory progress since the last inspection.

BUSINESS AND OTHER VOCATIONAL COURSES

153. In child development, GCSE results have remained well above national averages in 2002 and 2003. In 2003, they were similar to the school average at the higher grades A*-C. In these lessons, pupils learn how to focus on direct observation and they communicate their findings when completing the child study unit of work. Good use is made of ICT, for example incorporating digital photographs of the child to show stages of development. Lessons are well organised and structured and there is a sense of purpose and direction to the learning. Assessment guidance is very good.
154. Business studies results improved a good deal in 2003 to be well above average. Teaching in one lesson seen was good, with a keen, well-managed class which learned well. The pace of, and enthusiasm for, learning was constrained by a lack of variety of teaching and learning methods.
155. Results in media studies have been well above average. The exciting accommodation for media studies offers very good opportunities for practical and theoretical work. In a lesson seen, very good teaching made full use of these facilities to enable pupils to apply their knowledge of target audiences to the creation of a local radio news broadcast.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **very good**.

Main strengths and weaknesses

- Standards are above average in all years.
- Teaching is very good and makes a very good contribution to pupils' achievement and conceptual development.
- The monitoring of citizenship is used well to develop the subject further.
- Excellent leadership and very good management of the subject ensure that pupils are provided with a very rich diet of citizenship education.

Commentary

156. Standards in Years 7 to 9 are above average in relation to what can be expected of pupils. Pupils are developing well in their knowledge and understanding of responsible citizenship. Standards in Years 10 and 11 are above average in the work seen and in lessons observed. Pupils demonstrate a good understanding of concepts, such as rights and responsibilities, justice and fairness, and can relate these to their own and others' experiences.
157. The school is committed to the provision of citizenship education and sees it as integral to pupils' personal development. Careful thought and attention have been given on how to teach this aspect of pupils' personal development. A small team of highly skilled teachers ensures that pupils make good progress. Citizenship education is taught as part of the personal, social and health education (PSHE) programme. It is not, as yet, fully supported by related themes and topics covered in other subjects, with the exception of creative arts and humanities which make a significant contribution. Pupils have additional opportunities to develop an understanding of responsible citizenship and the democratic process through activities such as the school and year councils. Citizenship themes, such as economic and political literacy, have been introduced well. These activities provide a very good basis to enable pupils to develop a clear awareness of what it means to be a responsible citizen.

158. The very good teaching challenges pupils to develop their own attitudes towards citizenship very well. In the lessons observed, the teachers' very good knowledge and confidence enabled pupils to develop important citizenship skills of analysis and evaluation. The excellent use of questions and range of styles enabled pupils to think about their own responses to issues.

159. The excellent leadership and very good management of the subject make a significant contribution to pupils' progress in the subject. The teaching of citizenship is very well supported by a comprehensive scheme of work and clear assessment procedures that enables the coverage of topics to be recorded. Citizenship education is developing well, overall, in other subjects. Monitoring of the work of the subject is well established. Well-focused training helps to promote higher standards and makes a valuable contribution to the ethos of the school as a whole. Citizenship makes a valuable contribution to the spiritual, moral, social and cultural development of pupils, both in terms of the curriculum on offer and teaching styles that encourage pupils to develop attitudes and values. Very good progress is being made in the development of citizenship and this provides a very firm base for further improvement.

SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, eight 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.

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
English language & literature	48	100	95	40	36	37.9	Na
Mathematics	55	87	80	45	42	38.5	Na
Physics	26	92	84	34	40	36.9	Na
ICT	48	98	Na	54	Na	44.2	Na
Psychology	72	92	82	50	30	40.7	Na
Product design	15	100	89	60	32	48	Na
Art & design	12	83	91	8	42	32.5	Na
Physical education	18	89	87	34	27	35.6	Na

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
English language & literature	40	100	98	43	45	84	Na
Mathematics	36	100	95	78	60	103.9	Na
Physics	22	95	94	40	48	79	Na
INFORMATION AND COMMUNICATION TECHNOLOGY	54	98	Na	28	33	80.4	Na
Psychology	42	98	94	34	39	78.6	Na
Product design	19	100	96	26	37	83.2	Na
Art & design	14	100	97	21	51	70	Na
Physical education	10	100	95	20	39	74	Na

ENGLISH, LANGUAGES AND COMMUNICATION

English language and literature were the focus for the inspection, but English literature, French and Panjabi were also sampled. In English literature, results in 2003 were in line with national averages, and these represented good achievement for the students concerned at A and AS-levels. In a satisfactory lesson seen, there was a good level of debate about a visit to a recent production.

The sixth form offers both French and German at AS and A-level and although groups are very small results in French show that attainment was above average at A-level in 2002 and 2003. The quality of teaching in French is good overall. Student numbers are low; retention of a greater number of pupils at the end of Year 11 has to be the department's priority. Teaching is very good in AS and A-level Panjabi. Teachers' vibrant enthusiasm, knowledge of the language, questioning techniques and use of the target language are the strengths of Panjabi teaching, leading to high standards and results which were well above average in 2003 AS levels.

English language and literature

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

Main strengths and weaknesses

- Students make good progress and attain above average standards.
- Good teaching and students' positive attitudes enable them to learn well.
- The course benefits from very good leadership and management.
- On occasions, teachers do not organise oral work to best effect.

Commentary

160. In 2002, A-level results were below the national average. AS results were average; they both improved in 2003. Students are now achieving above average standards. Almost all students complete the courses.
161. Students achieve well overall. The school's data shows that most students achieve, and many exceed, the A-level results expected of them. From the beginning of Year 12, students are encouraged to talk about their work in class. They show good communication skills in their extended and thoughtful contributions to class discussion, as seen when Year 12 students spoke about the genres of novels they were reading. Students organise and present their notes very well and this provides them with good material for subsequent use. Analysis of texts by Year 13 students shows a sound grasp of technical terms and good understanding of how texts are constructed. Written responses to literature, such as Shakespeare's 'Othello', are detailed, well constructed and perceptive. Levels of accuracy in written work are good.
162. Teaching and learning are good. Teachers involve all students in lessons. As a result, students are very well motivated and learn effectively. Teachers are enthusiastic and provide very good role models, with the result that students are serious about their work and committed to achieving high standards in examinations. They plan lessons well so that activities are varied and interesting. On occasions, the layout of the classroom, or the method for getting pupils to exchange views on the subject matter, are not used to best effect for stimulating class discussion. Students remain focused throughout lessons. Teachers know their students well and monitor their progress closely. Additional lessons are offered where appropriate. Marking is very detailed and written comments help students improve. Students are very positive about the course and enjoy their work.
163. Very good leadership ensures that teachers work very well as a team. The course is managed well. This is a lively and forward-looking department. Teachers work hard to ensure that

students enjoy the course and achieve well. The course was introduced three years ago and is a popular choice for students.

Language and literacy across the curriculum

164. Throughout the curriculum, students apply their literacy skills very well. They write competently for a wide range of purposes and audiences and read widely to inform their studies. They are good listeners and are usually good speakers. They use number very effectively in relevant subjects and use ICT very competently.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average. Examination results, well above average in 2002, improved significantly in 2003.
- Mathematics is a popular option among students; it is widely available to them through the different option choice groups, and a good variety of modules is offered.
- Teaching and learning are very good.
- Students are well motivated and work hard.
- The provision is managed very well and the teachers are dedicated and work hard.
- Insufficient use is made of ICT.
- Insufficient emphasis is placed on teaching thinking skills.

Commentary

165. Achievement is very good. A-level examination results in 2002 were above the national average. Nearly half achieved a grade A or B. Boys' performance was better than girls'. The results in 2003 were outstanding with about four-fifths of the students achieving a grade A or B. There is no noticeable difference in the performance of students from different ethnic backgrounds. AS results in 2002 were above the national results and improved slightly in 2003. A few students take further mathematics each year and most achieve a grade A.
166. Students make very good progress because of effective and challenging teaching. Many students achieve grades above those predicted. A strong emphasis on basic algebra at the beginning of the sixth-form course enhances the students' ability to manipulate algebraic expressions later in the course and to cope effectively with differentiation and integration work.
167. Teaching is very good and makes a very effective contribution to students' very good learning. Lessons are well planned and the pace of most lessons is matched well to students' capabilities. Questioning is skilful, the students answer questions confidently and with a good level of understanding. Teachers have very good subject knowledge and a great deal of experience. They give clear explanations and prepare students well for examinations. Some very good revision work was seen in Year 13, preparing the students for their pure mathematics examination. In a Year 13 statistics lesson, students were discussing some probability questions in small groups and demonstrating their answers to the rest of the class, which helped their understanding. Much of the written work takes the form of questions, which test the students' understanding. Homework is set regularly together with tests and examination questions. Most of the work is marked in a detailed way and this helps students make good progress in their understanding. Students find the work interesting and challenging; they work hard and are committed to achieving good grades. They are aware of their progress and predicted grades and recognise and appreciate the help and support given by the teachers. Relationships between students and with their teachers are very good. Insufficient use is made of ICT to help students learn.

168. The course is very well led and managed. Teachers co-operate very effectively in planning and work well together under the very good leadership of the head of department. Teachers know individual students' strengths and weaknesses well. The curriculum is appropriate and meets the differing needs of the students.

Mathematics across the curriculum

169. Students' skills in numeracy strongly support work undertaken in other subjects. Such skills are a key reason identified for success in science and computing courses.

SCIENCE

The inspection focused on physics, but biology and chemistry were also sampled. Biology results have improved consistently year-on-year, and AS results in 2003 were particularly strong. Biology teaching is very good. There were very good examples of independent learning in the presentations which students gave on cardio-vascular diseases. Results in chemistry are in line with the national average and have shown particularly good achievement for the students concerned. Teaching in chemistry is also very good. In one very good lesson observed, Year 13 students improved their knowledge and understanding of the chemistry of alcohols and their oxidation products as a result of a very good degree of challenge by the teacher. There has been a significant increase in numbers opting to study science in the sixth form. Biology and chemistry now have over 70 students each in Year 12, which represents a doubling of enrolment in two years.

Physics

Provision in physics is **very good**.

Main strengths and weaknesses

- Teaching is very good and leads to good achievement.
- Assessment is used very well to monitor the progress of students and to guide teaching and learning.
- There are no significant areas for development

Commentary

170. In 2002, AS and A-level examination results were in line with the national average; they improved in 2003; achievement is good. Current standards are above average. Year 13 students achieve well in relation to their GCSE results and higher attaining students achieve very well.
171. Students make good progress and achieve well in relation to their prior attainment and ability. In a very good physics lesson, for example, students made very good gains in their knowledge and understanding of momentum and how the impact of a force is dependent upon time. Higher attaining students recall previous knowledge very well and use it effectively to develop further understanding. Written work is generally well presented and matches the confidence which students display in the classroom. Students also show a high degree of numerical competency. Students in Year 12 are only a little way into their course but most are successfully moving on from GCSE work into new areas of physics. Written work is well developed and students make good progress in developing their skills of independent research. Lower attaining students, however, have greater difficulty in coping with the demands of advanced work.
172. Teaching is very good and makes a very positive contribution to the standards achieved. The principal features of teaching are the use of very good subject knowledge by teachers, good,

well-focused planning and a range of methods, including the very good use of ICT, which maintains interest and engenders learning. Homework is set which effectively extends class-work and often takes the form of well-structured questions. Assessment is used very well to monitor the progress of students, to identify underachievers and adjust teaching accordingly. Day-to-day marking is thorough and provides valuable information for students on how to improve their performance.

173. Students' learning is very good. They respond very well to challenge, work hard and show interest in their work. They support and help each other and enter into mature discussion as part of their learning. They undertake independent work maturely, can extract information, make their own notes and present them very well for other students during class presentations. Lower-attaining students are less confident; they rely more on the very good support provided by teachers.
174. Leadership and management are very good. There is a commitment to building on what has already been achieved and to improving standards. Assessment procedures are very good and used very well to track the progress of students and to guide teaching and learning. Whilst teaching is monitored informally, no formal monitoring and evaluation of teaching takes place. The range of learning support materials available in the form of advanced equipment and standard text books is very good. Information and communication technology is used very well as a teaching, learning and research tool.

INFORMATION AND COMMUNICATION TECHNOLOGY

The main focus of the inspection is on A-level information and communication technology. Computing was also sampled. Results in computing have been well above average, and pupils' achievement has been good. In an effective Year 12 lesson on the fundamentals of computer systems, students undertook research with much confidence, and said they enjoyed the real challenge presented by their work in the subject.

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Teaching and assessment are very good.
- Students apply their knowledge very well to new situations.
- The course is very popular and numbers on the course are high.

Commentary

175. AS and A-level results have been well above the national average and they improved further in 2003. These results represent very good achievement for students, given their prior GCSE results. Achievement of current students remains very good. Students have very good theoretical understanding and apply their knowledge well. They solve complex problems using a wide range of software. They respond well to challenge, for example by finding solutions to real problems, such as organising medical records. Some students join the course with no prior qualification in ICT; however, they make very good progress.
176. Teaching is very good and contributes very effectively to students' achievement. Close individual attention by teachers enables students to become increasingly confident and eventually independent. Issues are dealt with as they arise. Students are required to apply knowledge to unfamiliar situations. For example, in considering the decisions made by the Crown Prosecution Service students were required to use their knowledge of the Computer Misuse Act.

177. The department is led very well and managed effectively. Teachers share their expertise and the provision is very effectively co-ordinated across both sites. Equipment is very good and teachers have kept up to date by attending appropriate training. These have contributed to the high standards achieved.
178. As a result of the better equipment and teaching, standards in AS and A-level ICT have continued to improve.

Information and communication technology across the curriculum

179. Students have good skills in using computers to support their learning in other subjects, and are able to develop those skills through the enrichment programme. The Millennium Centre study area offers students very good access for computers to help them research and draft assignments. There are, however, shortages of equipment in some specialist areas. In design and technology, students use ICT well for research, but out-of-date facilities impede their progress in computer-aided manufacturing. In art, students make little use of ICT to the detriment of standards.

HUMANITIES

180. Psychology was the main focus subject, but history, geography and religious education were also sampled. In history, A-level results are above average and improved in 2003. Standards and achievement are good. Learning is very good, which reflects the very good teaching received. Students are keen and well motivated and have comprehensive files of work. Discussion work is well developed and a very good lesson was seen on the downfall of the French monarchy, in which the arguments produced by the students were both mature and articulate. Rates of retention are good and numbers taking the subject are growing.
181. In geography, results in 2003 were below average and below those predicted for the students, but current achievement is satisfactory. A good lesson was seen in Year 12 and a satisfactory lesson in Year 13. Teachers made good use of resources, including ICT, in both lessons, but teaching was more effective when students were more actively involved in their learning through research and discussion.
182. In religious studies, AS results have been average, and students achieve well. Teaching and learning are good and enable students to develop independence in their learning and research. Furthermore, their skills of analysis and evaluation are well developed. Students learn well and their achievement is good.

Psychology

Provision in psychology is **good**.

Main strengths and weaknesses

- Students achieve consistently above average A-level and AS results.
- The teaching is good; the programme is well prepared and excellent resources are provided.
- Well-designed lessons ensure good preparation for examinations.
- The students are attentive and well motivated.

Commentary

183. Achievement is good; students achieve consistently above average A-level and AS results. Most students achieve, and many exceed, their predicted grades. Students are currently achieving similar standards to these examination results. They show good subject knowledge,

and the more able students explore topics and expand on answers well. Written work is generally well ordered, accurate and provides a good basis for revision.

184. Teaching and learning are good. Teachers have prepared excellent resources, appreciated by students, to support carefully prepared and evenly paced lessons, which concentrate on the key information required for coursework and examination. Teaching shows good knowledge of the subject matter and syllabus. Regular and appropriate reference is made to the syllabus requirements for each piece of work. Background reading and the use of journals are suitably encouraged. Students respond well; they pay close attention and work systematically throughout lessons, although students are not consistently challenged to expand and justify oral and written responses. Students complete tasks promptly, both in class and through regularly set homework. Insufficient use is made of the assessment and recording system to provide students with written confirmation of targets for improvement, and there are insufficient regular accuracy checks made of student notes.
185. Leadership and management are good. The subject is within the humanities curriculum area and has a recently appointed curriculum leader for social sciences. There is regular formal and informal contact between members of the teaching team. There are clear development tasks consistent with the aim of raising standards. There is regular monitoring of student performance. One of the schools has made a good base room provision for the subject. Library provision is satisfactory. Resource provision has been carefully planned and executed.

ENGINEERING, TECHNOLOGY AND MANUFACTURING

Product Design

Provision in product design is **very good**.

Main strengths and weaknesses

- 2002 A-level results and 2003 AS results were well above average.
- The ethos of the department is very good.
- The relationships between staff and students are very good.
- Support and guidance are very good.
- Teaching is very good.
- Computer-assisted designing contributes to students' achievement.
- Out-of-date facilities impede students' progress in computer-assisted manufacturing.

Commentary

186. Most students join the product design course having achieved above average GCSE results in design and technology and so have a good range of basic skills in design methodology; their knowledge and understanding of materials technology and construction techniques are, however, less well developed. 2002 A-level results and 2003 AS results were well above average: achievement overall is good.
187. Students are currently attaining standards which are above average. They analyse problems well and create innovative designs, but their understanding of construction and materials technology is less well developed. For example, in Year 13, in designing a bag for gymnastics equipment, students had undertaken extensive research; in their design they had considered how the bag was to be carried and stored but their understanding of manufacturing processes and techniques were less well established. Students use ICT well for research, but out-of-date facilities impede their progress in computer-assisted manufacturing.
188. The quality of teaching and learning is very good. Lessons are well planned and provide increasingly challenging work. This enables students to achieve a deep understanding of the

topics they are studying. For example, tasks of increasing difficulty enabled Year 12 students to produce improved designs for drinks containers. They used computer-assisted design software confidently to create their final designs. Relationships between students and teachers are very good; students receive close individual tuition and this enables them to make good progress. Students have very good attitudes towards their work, are keen to do well and are enthusiastic. Teachers provide useful written and spoken guidance to which students respond positively.

189. Leadership and management are excellent and the course co-ordinator leads well by example and has worked extremely hard in terms of planning for development of the subjects. Course retention rates are high and a very positive feature.

VISUAL AND PERFORMING ARTS AND MEDIA

190. Art and design was the focus for the inspection, but music and drama were also sampled. In drama, students achieved a 100 per cent pass rate at both AS and A-level in 2003. Overall results have been in line with national averages and represent good achievement for the students. One lesson was observed in which the quality of teaching and learning was good and students were presented with a balance and range of activities that allowed them opportunities to discuss ideas, improvise during group work and reflect on their performance.
191. In music, there are two students in Year 12 and four in Year 13. The quality of teaching they receive is good. Teachers are well-qualified specialists who provide a relevant curriculum with suitable strategies to ensure students learn effectively across all aspects of the subject. In the past three years, students have achieved high A-level and AS grades and several have proceeded on to specialist university courses.

Art and design

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

Main strengths and weaknesses

- Students have positive attitudes and work reliably when unsupervised.
- Small teaching groups provide close individual tuition.
- Drawing and painting skills are proficient.
- Teaching provides limited creative challenge to students.
- Students make little use of ICT.
- Students lack a forum to discuss ideas.

Commentary

192. Achievement overall is satisfactory. With few AS and A-level candidates, comparisons with national norms are unreliable; however, school data shows that, with the exception of the gifted and talented, students have achieved less well in art and design than they do in other subjects. Standards observed during the inspection were average. Students have sound technical skills and representational drawing is good. Students' historical knowledge and critical skills are below expected standards, and they make little use of ICT for research or development of work.
193. Teaching and learning are satisfactory. Students have positive attitudes to their work, and apply themselves fully when working unsupervised. Teachers provide useful individual assistance, particularly with developing students' technical skills. In one good lesson, the teacher's very good knowledge and understanding provided particularly good challenge to a talented student when choosing an artist's work on which to focus. In some lessons seen, though, teaching did not offer students sufficient creative challenge, and expected standards

were too modest. This leads to rather unimaginative work. Assessment concludes a project and is not used enough during assignments to guide students.

194. The course is efficiently administered. Leadership has not, however, been sufficiently innovative in developing strategies to raise standards, such as a forum to discuss ideas. Insufficient opportunities are provided for students to discuss their ideas with their peers and thereby develop their skills of critical appraisal. Regular visits to national art collections are provided to stimulate students' interest and awareness, but the impact on learning is limited by insufficiently focused and challenging follow-up work.

HOSPITALITY, SPORTS, LEISURE AND TRAVEL

Physical education

The focus of the inspection was on the A-level and AS programmes for physical education. For sixth-formers in general, whilst they have access to the many good sports facilities, there is no timetabled session for them. Opportunities for extra-curricular sporting activities are limited, although students have enjoyed notable international success in a range of sports.

Provision in AS and A-level physical education is **very good**.

Main strengths and weaknesses

- Students achieve consistently well at AS and A-level.
- The quality of teaching is very good with excellent relationships between students and teachers.
- Students have exceptionally positive attitudes to the subject and work productively in and out of lessons.
- The courses are very well managed to support students' progress.
- There is no dedicated classroom for teaching physical education theory lessons.

Commentary

195. Achievement is good. A-level and AS results are in line with the national averages and represent good achievement for these students. Most achieve, and many exceed, their predicted grades. Teaching makes a very positive contribution to the standards students achieve.
196. Students make good progress and achieve well. Year 13 students have compiled an impressive set of notes, worksheets and course material. Important issues such as drugs in sport are analysed comprehensively, and the anatomy and physiology aspects of the course are well understood. The students' practical skills were evident in a very good, enthusiastically taught lesson on the influence of tactics to raise team performance. This mixed group played netball with pace, precision, very good footwork and ball handling skills and acute positional awareness. Year 12 students are beginning to use appropriate terminology in class and in their written work when analysing sporting performance, for example when looking at information processing, theories of skill acquisition and analysing fitness. All students have a positive approach to their studies and work collaboratively and productively throughout lessons.
197. Teaching and learning are very good with excellent student relationships and with student contributions encouraged and valued resulting in a pleasant but productive working environment in lessons. In an excellent Year 12 lesson analysing the theories of skill acquisition, the very well-prepared and innovative lesson combined practical activity, class discussion and ICT usage to reinforce understanding of a potentially difficult topic. Energy systems were discussed effectively in a good Year 13 lesson where the teacher's excellent rapport with the students and the use of a visual aid to stimulate analysis brought all students into the discussion.

198. Leadership and management are very good. The course is well structured and specialists are deployed effectively to teach the different units. Students' progress is systematically tracked and work is thoroughly marked with relevant feedback which ensures students know what they need to do to improve. The course does not have a dedicated classroom, which is both administratively difficult and also does not create an appropriate learning environment for sports studies students.

BUSINESS

199. No subject was inspected in detail in this curriculum area, but business studies at A-level and AS was sampled. In business studies, results have been average or above average over time, and students' achievement has been good. Teaching is good, with some lively methods used to get students to think critically about business decisions. More regular assessment using examination marking criteria would help to refine the important skills of application, analysis and evaluation for Year 13 students.

PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES

200. The school offers an enrichment programme well designed to help pupils extend their skills or enhance their learning. Effective learning was seen in sessions where students worked in teams to design a Millennium Centre website, and in learning Panjabi. Very good teaching was also seen in a well-constructed lesson on moral responsibility as part of the PSHE programme.

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	2	2
How inclusive the school is		1
How the school's effectiveness has changed since its last inspection	*	2
Cost effectiveness of the sixth form / value for money provided by the school	2	2
Overall standards achieved		2
Pupils' achievement	3	2
Pupils' attitudes, values and other personal qualities		1
Attendance	1	1
Attitudes	1	1
Behaviour, including the extent of exclusions	1	1
Pupils' spiritual, moral, social and cultural development		2
The quality of education provided by the school		2
The quality of teaching	2	2
How well pupils learn	2	2
The quality of assessment	2	2
How well the curriculum meets pupils needs	2	2
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	1	1
How well the school seeks and acts on pupils' views	1	1
The effectiveness of the school's links with parents		1
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	1	1
The leadership and management of the school		2
The governance of the school	2	3
The leadership of the headteacher		1
The leadership of other key staff	2	1
The effectiveness of management	1	1

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

* *No sixth form at the last inspection*

