

# INSPECTION REPORT

## **SOWERBY BRIDGE HIGH SCHOOL**

Sowerby Bridge

LEA area: Calderdale

Unique reference number: 107563

Headteacher: Mr S Hull

Lead inspector: Mr B A Jones

Dates of inspection: 9<sup>th</sup>. – 13<sup>th</sup>. February, 2004

Inspection number: 259255

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

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### **Terms used in this report**

Students in Years 7,8 and 9 are at Key Stage 3, having transferred in most cases from their primary schools after Year 6. Students in Years 10 and 11 are at Key Stage 4 of their education. Those students who remain at school after the compulsory period of education are in the sixth form, in Years 12 and 13. Students in Years 7 to 11 follow courses and Programmes of Study set out in the National Curriculum. A course of religious education is a requirement for students and students of all ages at school.

At the end of Year 9, students aged 14 take national tests in English, mathematics and science. In all subjects of the National Curriculum, teachers also make their own assessments of what the students know, understand and can do at age 14. At the end of Year 11, students aged 16 may take examinations in the General Certificate of Secondary Education (**GCSE**). Others may follow courses leading to the award of the General National Vocational Qualification (**GNVQ**) or the National Vocational Qualification (**NVQ**). Sixth form students may take further courses leading to these awards, including the Advanced Vocational Certificate of Education (**AVCE**), or to those of the General Certificate of Education at Advanced level (**A-level**). Students may take examinations leading to the Advanced Subsidiary award (**AS**), equivalent to half the difficulty of the full A-level, which is gained by further study beyond AS standard.

Inspectors judge the standards reached by students by comparing their attainments with national test and examination results, or by the levels of performance expected for students of the same age nationally. The students' achievements reflect whether they are doing well enough. These judgements take account of the educational value added over time. In this report, similar schools are defined as those having similar standards at the start of each stage of learning.

## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive  
School category: Community  
Age range of students: 11 – 18 years  
Gender of students: Mixed  
Number on roll: 988

School address: Albert Road  
Sowerby Bridge  
West Yorkshire  
Postcode: HX6 2NW

Telephone number: 01422 831011

Fax number: 01422 835962

Appropriate authority: Governing Body

Name of chair of governors: Mr David Noble

Date of previous inspection: April 1998

## CHARACTERISTICS OF THE SCHOOL

The school is a broadly average sized mixed comprehensive school with 988 students on roll. There are 524 boys and 464 girls. The school has an average sized sixth form, comprising 138 students. Students are drawn from a wide variety of backgrounds, but overall below average in terms of socio-economic status. On entry to Year 7, there are fewer higher-attaining students than usual because local grammar schools admit the highest attaining students. Overall, the intake is well below average in attainment. The percentage of students whose first language is not or is believed not to be English, at 36.0 per cent is very high, but none are at an early stage of English language acquisition. Some 27 per cent take up their eligibility for free school meals, which is above average. Seventeen per cent of students have special educational needs, mainly moderate learning difficulties or social, emotional or behavioural problems. This is broadly average. Around four per cent have a Statement of Special Educational Need, which is above average. The school provides for students with a very wide range of special needs. In addition to the whole-school provision, including a special educational needs base, there are two specialist resource bases: the hearing impaired resource base and the autistic spectrum disorders (ASD) resource base. The school is now larger than at the time of the previous inspection, and the sixth form has also grown significantly.

The school was awarded the Schools Achievement Award in 2001 and 2002. The school is involved in the Duke of Edinburgh Award Scheme, ASDAN and the Young Enterprise initiative.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18462	Bernard Jones	Lead inspector	
9132	Janet Godfrey	Lay inspector	
11508	Chris Griffin	Team inspector	English Drama
8341	Bill Wimshurst	Team inspector	Mathematics
15079	Tony Boys	Team inspector	Science Chemistry (sixth form)
20287	Des Harris	Team inspector	Modern foreign languages
2079	Trevor Slack	Team inspector	Design and technology
30690	Gordon Alison	Team inspector	Information and communication technology Geography
22458	Gilbert McGinn	Team inspector	History
22695	Ray Cardinal	Team inspector	Business studies (sixth form)
32329	Andrew Stafford	Team inspector	Art and design
1340	David Wigley	Team inspector	Music Citizenship
19295	Peter Wall	Team inspector	Physical education Health and social care (sixth form)
15678	J Radford	Team inspector	Religious education
28197	Hillary Ward	Team inspector	Special educational needs (Hearing Impaired)

The inspection contractor was:

Independent School Inspection Services (ISIS)  
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school.** The school is led well and managed satisfactorily. Teaching and learning are good and, as a result, students are achieving well. The main school provides satisfactory value for money, but sixth form provision is not fully cost-effective.

The school's main strengths and weaknesses are:

- Students achieve well in Years 7 to 11 across a wide range of subjects. They achieve very well in modern foreign languages.
- Leadership is good and ensures that improvements in standards and in teaching and learning are central to the school's development.
- Teaching is good and students learn well and make good progress.
- Students receive very good pastoral care and develop good attitudes.
- The school is very successful in including all students, particularly those with special educational needs.
- The curriculum is unsatisfactory and, in particular, the provision in religious education is poor.
- The contribution made by all subjects is not consistent in developing numeracy and literacy skills, particularly writing. This hampers students in their examinations.
- Attendance is well below average and leads to a minority of students not achieving as well as they should.
- Exclusions have risen in recent years and are higher than average.

The school has shown satisfactory improvement since the last inspection in April 1998. Standards have risen in Years 7 to 9 at a faster rate than nationally. GCSE results have improved at a rate in line with the trend nationally. Teaching has improved, with a significant increase in the proportion of good and very good teaching. The response to the issues in the last report has been very good in improving teaching and learning, information and communication technology (ICT) provision and students' personal development. The school's aims regarding the curriculum are now clearer. There has been an unsatisfactory response in improving provision in religious education and providing a daily act of collective worship.

### STANDARDS ACHIEVED

Performance in GCSE/GNVQ examinations at the end of Year 11, compared with:	all schools			similar schools
	2001	2002	2003	2003
	E	E	E	E
Performance in GCE AS and A-level examinations in Years 12 and 13	E	E*	N/A	

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

**Students' achievement is good.** Attainment on entry is well below average because the highest attaining Year 6 pupils go to two local grammar schools. Standards of work seen in Year 9 are below average in English, mathematics and science. In Year 11, they are well below average in mathematics and below average in English and science. Standards are below average in the sixth form. When account is taken of students' starting points at each of these stages, achievement is good. Achievement is particularly high in Years 10 and 11 in modern foreign languages because of the consistency of very good teaching. There is some under-achievement among a small group of students in Years 10 and 11 because they have poor attendance records. The gap in performance between girls and boys is wider than that found nationally. Standards in religious education are low and students achieve poorly because provision is poor. Students with special educational needs achieve well and those who receive specialist teaching in the school's two specialist resource bases achieve very well. Students with English as an additional language achieve well.

**Students' personal qualities, including their spiritual, moral, social and cultural development, are good.** Their attitudes are good; behaviour is satisfactory overall and mainly good in lessons. Attendance is well below average, with much absence that is parentally condoned. Punctuality to lessons is satisfactory.

### **QUALITY OF EDUCATION**

**The school provides a good quality of education. Teaching is good in all years in the main school.** There is a high level of consistency to the amount of good teaching and there is a significant amount of very good teaching throughout Years 7 to 11. As a result, learning is consistently good. The curriculum mainly meets the needs and aspirations of students, but is unsatisfactory in a number of respects, including the breadth of opportunities offered and the provision of religious education, which is poor. Pastoral care in the school is very good and the support for personal development and academic progress is good. The specialist provision for both autism and hearing impairment is very good.

### **LEADERSHIP AND MANAGEMENT**

**Leadership is good and management is satisfactory.** The headteacher provides good leadership. Leadership by other key staff is good, with a high level of teamwork. Leadership and management of both specialist resource bases are very good. Governors give good support. However, all statutory requirements are not met. Collective worship is not held every day and the provision for religious education is poor. This makes governance unsatisfactory overall.

### **PARENTS' AND STUDENTS' VIEWS OF THE SCHOOL**

**Parents are generally supportive of the school.** Comments are based on those students and parents who responded to the questionnaires or attended the parents' meeting, supplemented by interviews held during the inspection. Parents consider that their children settle well and like school. They are pleased with the teaching standards and high expectations that enable their children to make good progress. Students like the school and the way it is run. They feel trusted and expect to work hard and do their best. A large proportion of students is concerned about behaviour, bullying and racial harassment, but others state that they like the school because of their friends and the helpful teachers.

### **IMPROVEMENTS NEEDED**

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

- improve the breadth of curricular opportunities available to students in Years 7 to 11
- improve the overall provision for religious education
- ensure that all subjects make a planned and effective contribution to improving students' literacy and numeracy skills
- reduce exclusions and improve attendance, particularly among students in Years 9 and 11, and raise parents' awareness of the importance of good attendance patterns for their children

#### **Sixth form**

- widen the range of courses and activities in order to broaden students' experiences
- ensure that the courses and subjects offered attract sufficient students to make sixth form provision fully cost effective

and, to meet statutory requirements ensure that:

- there is a daily act of collective worship

## THE SIXTH FORM AT SOWERBY BRIDGE HIGH SCHOOL

The sixth form is broadly average in size. It offers mainly GCE A-level subjects and two vocational courses.

### OVERALL EVALUATION

**The effectiveness of the sixth form is satisfactory.** The provision is not fully cost-effective because some subjects have very small numbers and staffing is expensive. Improvement since the last inspection has been satisfactory. Results have been very low in the past three years, reflecting the intake into the sixth form, which has been very low in attainment. Small numbers on courses make year-on-year comparisons invalid. The school's own data shows that the great majority of students reached their targets, and many exceeded them. Currently, students are achieving well, and very well in the two vocational courses on offer. Increasingly the courses are meeting not only students' aspirations but also their capabilities as the school moves to increase the range of vocational course available. The quality of teaching is good and students' attitudes and behaviour are very good. Students are very positive about their sixth form education and they make a significant contribution to the life of the school and the wider community.

The main strengths and weaknesses are:

- Students are achieving well despite their low levels of attainment on entering the sixth form, because teaching is good.
- Students are achieving very well in business studies and health and social care.
- The assessment of students' progress is thorough and is used effectively to chart and review their progress.
- Students have very good attitudes and enjoy their sixth form studies.
- The curriculum is unsatisfactory; provision is not made for religious education and there is only a limited range of courses and activities that broaden students' experiences.
- The staffing costs are high and provision is not cost effective.

### QUALITY AND STANDARDS IN SUBJECTS AND COURSES OF THE CURRICULUM

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

Curriculum area	Evaluation
English, languages and communication	<b>Good in English language and literature.</b> Students achieve well in response to teaching that is good, and, at its best is dynamic. <b>Good in French.</b> Teaching is enthusiastic and demanding leading to high quality learning. Students achieve well.
Mathematics	<b>Good in mathematics.</b> Teaching is good and secures good learning and students achieve well.
Science	<b>Satisfactory in chemistry.</b> Students achieve satisfactorily. While teaching is good, students are passive. However, they display positive attitudes to their work.
Information and communication technology	<b>Good in ICT.</b> Students achieve well in response to good teaching. Completion rates are high and many continue their study of the subject into higher education.
Humanities	<b>Satisfactory in history.</b> Teaching and learning are satisfactory, but students have not developed their independent learning skills sufficiently. Achievement is satisfactory.
Health and social care	<b>Good in health and social care.</b> Students achieve well in GNVQ and very well in AVCE. Teaching is good and students respond very well to the variety of teaching styles used. They are keen and enthusiastic to do well.



Business

**Very good in business studies.** Teachers' planning is very well structured to the demands of the different courses offered. Students achieve very well as a result to attain average standards from starting points that are well below average.

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*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 school provides good support, advice and guidance** based on effective monitoring.

However, because students' and their parents' aspirations are set high, many students prefer to follow GCEA-level courses, which do not best match their capabilities. Students new to the sixth form settle well. The good relationships with subject teachers and tutors are supportive and helpful. Good support is available from the careers service and there is good advice on university applications. Health and safety procedures are very good.

### **LEADERSHIP AND MANAGEMENT OF THE SIXTH FORM**

**The sixth form is well led and managed satisfactorily.** Leadership within the team is effective and dedicated to ensuring that students fulfil their aspirations. Good communication enables teachers to give students good support and guidance. Management structures are good and there is good delegation of responsibilities with sixth form tutors. The school does not comply with the statutory requirement to provide religious education in the sixth form. There are still weaknesses in the curriculum provision which lead to small group sizes and consequent expensive staffing. This results in an inappropriate balance between the income and expenditure of the main school and the sixth form, and overall provision in the sixth form that is not fully cost-effective.

### **STUDENTS' VIEWS OF THE SIXTH FORM**

**Students enjoy the sixth form.** They like the challenging and demanding work, useful assessment and quality of support they receive from teachers. They are critical of their careers advice, especially students in Year 12 who have not yet had much input on this. In their questionnaire responses, a high proportion stated that there is not an adult in school who knows them well, but the inspection team could not substantiate this in subsequent interviews with students. A third of them feel that students do not get on well together. At leisure they tend to mix in their own ethnic groups, but relationships in lessons are good. Students would like more choice of subjects to study and better social facilities.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

#### Standards achieved in areas of learning, subjects and courses

##### The main school

Students join the school with levels of attainment that are well below average in most subjects including English, mathematics and science. In Year 11, standards overall are below average, reflecting students' good achievement. Parents are satisfied with the standards the school obtains and students express their satisfaction with the quality of education they receive.

##### Main strengths and weaknesses

- Results in the Year 9 national tests in English, mathematics and science have risen faster than the national trend in recent years.
- Students achieve well across a wide range of subjects through Years 7 to 11; they achieve very well in modern foreign languages in Years 10 and 11.
- The achievement of students with autistic spectrum disorders (ASD) who are supported by the specialist resource base is very good.
- Poor attendance by a minority of students leads to their under-achievement.
- Standards remain well below average in religious education because of poor provision in the subject.

##### Commentary

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

Standards in:	School results	National results
English	33.4 (31.5)	33.4 (33.3)
Mathematics	32.9 (30.7)	35.4 (34.7)
Science	31.2 (30.2)	33.6 (33.3)

*There were 157 students in the year group. Figures in brackets are for the previous year*

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

	School results	National results
Percentage of students gaining 5 or more A*-C grades	37 (39)	51.5 (49.9)
Percentage of students gaining 5 or more A*-G grades	85 (87)	90.5 (90.9)
Percentage of students gaining 1 or more A*-G grades	92 (96)	95.9 (96.0)
Average point score per student (best eight subjects)	27.3 (29.8)	34.7 (34.7)

*There were 157 students in the year group. Figures in brackets are for the previous year.*

1. Results in the national tests at the end of Year 9 in 2003 were below average. When account is taken of the standards on entry, the value added over Years 7 to 9 was very good and this group of students achieved very well, both in relation to their starting points and when compared with students in similar schools. The trend in results was above the national trend. Results in English were particularly good and in line with the average of all schools nationally. Overall results in the 2003 GCSE examinations were well below average, and the trend in results was broadly in line with the trend nationally. Students achieved satisfactorily in relation to their starting points, but fell a little way short of their targets. This was primarily due to a

minority of students who, through poor attendance, illness or disaffection with school, did not take any GCSE examinations, but still counted in the school's figures. All students who took GCSE examinations obtained at least a pass grade.

2. In the work seen in the inspection, by the end of Year 9, while standards are below average, students achieve well when account is taken of their starting points. Attainment on entry was well below average in almost all subjects other than physical education where it was below average and was very low in ICT. There is little variation in achievement between the subjects because the school has planned carefully to develop effective teaching and learning skills as a first priority. In art and design, achievement is satisfactory as students start from a very low base and have a great deal of ground to make up.
3. Much of the good teaching and learning that takes place in Years 7 to 9 spreads in its impact on standards to Years 10 and 11. There is, however, a greater range of attainment, although the achievement of students is mainly good. For example, in mathematics and geography, standards are well below average, but this represents satisfactory achievement for this group of students as a whole in response to satisfactory teaching. Within the year group, a minority with poor attendance patterns and unsatisfactory attitudes has eroded the overall achievement in these two subjects. At the other end of the scale, standards in modern foreign languages are broadly average, which reflects very good achievement in response to the very good teaching they receive. In ICT, design and technology and music, students build further on the standards reached in Year 9 and achieve well. In English, science, history, art and design, physical education and citizenship, students have responded well to good teaching and are achieving well. In religious education, students' achievement is poor throughout Years 7 to 11 because the overall provision in the subject is poor. Girls attain higher standards than boys, mainly in line with patterns nationally. The school tackles this issue very positively and to good effect by organising seating in classes to mix the two sexes and ensuring that teaching styles are planned to take account of differing learning styles.
4. Students with English as an additional language form a much larger than average proportion of the school population. These students are mainly from an Asian minority ethnic group, and have Punjabi and Urdu as their home languages. They generally progress at the same rate as other groups of students. This is because most of the students know enough English to be able to understand the language and express themselves with reasonable fluency and accuracy. However, although there are no students who are at an early stage of English language acquisition, there are considerable variations in students' command of English when they enter the school and standards in written English are generally low. The school analyses examination results at GCSE by ethnic background. In 2003, most students with English as an additional language achieved at least as well as other groups of students and some achieved better. Students are keen to stay on into the sixth form where they achieve well. There is a very small number of asylum seekers with English as an additional language. They are very well motivated and achieve very well.
5. Students with special educational needs make good gains in National Curriculum tests by the end of Year 9. Reading and spelling test score gains between Years 7 and 8 also show good achievement. In 2003, the twelve Year 11 students on the school's special needs register gained an average of six GCSE passes; of these some 20 per cent of passes were at higher grades. Because the most able students in the locality in Year 6 attend one of two local grammar schools, the school is missing the top twelve per cent of the ability range. However, the highest attaining students in the school are well catered for. The system of setting students into groups of equal ability and careful planning of work to extend these students are successful in ensuring that they are challenged appropriately and achieve well.
6. The achievement of students with ASD (those supported by the specialist resource base) is very good. Such achievement includes "small steps" that are, in fact, very significant gains for individual students, such as gains in social skills in mixing with other students. There are striking examples of the very good progress of individual students near the end of their school

careers who have been supported by the resource base, including a sixth form student who has experienced a “taster” college placement and a Year 11 student who intends to progress to a college course. Similarly, students receiving specialist teaching in the hearing impaired unit achieve very well.

- Standards of literacy are below average, especially in writing, which holds students back in expressing the true extent of their knowledge and understanding in written coursework and examinations. Standards of numeracy are well below average, which leads to their experiencing difficulties in subjects such as science and geography. Students’ standards in the use of ICT are below average, but the school has made significant improvements since the last inspection. As a result, students use ICT skills effectively to support their learning across a range of subjects.

### Sixth form

Students currently enter the sixth form with well below average levels of attainment. They mainly achieve well on GCE A-level courses and very well on the two vocational courses. Students express their satisfaction with sixth form provision.

### Main strengths and weaknesses

- Students’ achievement in business studies and health and social care is very good.
- Students achieve well in most subjects from a starting point that is well below average because they mainly receive good teaching.
- The narrow range of subjects offered in vocational subjects limits students’ choices.
- The very small numbers taking some GCE A-level subjects restricts teaching styles and learning opportunities, which impact upon achievement.

### Commentary

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

	School results in 2003	School results in 2002	National results in 2002
Percentage of entries gaining A-E grades	81.4	81.1	94.8
Percentage of entries gaining A-B grades	5.7	3.0	39.4
Average point score per student	118	123	254.5

*There were 65 students in the year group.*

- Year 13 students in the Year 2002 gained results that were among the lowest five per cent nationally, which reflected their very low standards on entry to the sixth form. The school’s data shows that those students who finished their courses achieved satisfactorily and only four of the 65 examination entrants did not attain their target grade, indicating sound added value. The non-completion rate on the GCE A-level course was a little higher than the national average, at 12 per cent. In 2003, the results of male students were higher than those of females, but overall were similar to the 2002 results. Non-completion rates were broadly average and the same proportion did not reach their target grades.
- During the inspection, work seen in the eight subjects inspected was below average overall. In the courses focused on, students achieve well in most subjects. In business studies, students achieve very well on both the vocational courses and the GCE A-level course. In the vocational course of health and social care, students also achieve very well. In both subjects, students attain standards that are broadly average from a starting point well below average, and in some cases very low compared to the national average. In English literature, the present group of students started below average and are attaining average standards, reflecting good achievement. The achievement of students in mathematics, ICT and French is good because

students respond well to good teaching to attain below average standards from starting points well below average. In history and chemistry, standards are below average and achievement is satisfactory when account is taken of the students' below average attainment at the start of their courses. Key skills are not taught separately, but the positive contribution made by subjects ensures that students acquire the skills necessary to meet the demands of the courses they follow.

10. There are a number of factors that determine standards among these sixth form students. Firstly is the determination of many to take GCE A-level courses because they are perceived as the route to university entrance, and the majority succeed in this ambition. A second factor is the small numbers on some of the courses that limits the teaching and learning opportunities and changes the nature of the groups year-on-year. Finally, of those students who progress into sixth form education from the school's Year 11, the highest attainers are accepted into local grammar school sixth forms, thus lowering further the attainment profile of the sixth form entry. As in the main school, different groups of students, for example students with special educational needs and those with English as an additional language, achieve in line with their peers, mostly in response to the good teaching they receive.

### **Students' attitudes, values and other personal qualities**

Students' attitudes to work are **good**. Behaviour is **satisfactory**, but exclusions are high and rising. Attendance is well below national averages and unauthorised absence is above the average. Punctuality is satisfactory. Spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Attitudes are good. Students are well motivated and keen to learn.
- Exclusions are high and have risen since the last inspection.
- The school promotes good relationships and racial harmony well and this results in good co-operative work in lessons.
- Attendance is well below average.

### **Commentary**

11. Students learn well as a result of their continuing good attitudes. They are interested in their work and well motivated to achieve their best. Attitudes are only unsatisfactory in a few lessons, when students do not listen well to their teacher. In one instance this was related to the poor temporary accommodation where water was leaking through the ceiling in several places. In others, it is due to the unsatisfactory management of students. Students accept community responsibilities willingly, such as taking part in sports matches, charitable fund-raising activities and standing for the school council.
12. Behaviour is satisfactory. In lessons it is usually good. The lack of space due to building works and the congested corridors gives rise to some aggressive behaviour. Exclusions are high. They have risen significantly since the last inspection. This is in part due to improved accounting systems and also because of the school's more rigorous and consistent approach to disciplinary matters. Exclusions are mainly for fighting, disruption and swearing. They mainly involve boys and the balance between ethnic groups is roughly the same as their respective numbers in the school. Students respond well to staff's high expectations of good behaviour. Discipline is strict but used consistently and fairly. Students are mostly honest and trustworthy. They respect the environment and both the school's and each other's property.
13. Relationships across the school are sound. There is a satisfactory degree of racial harmony, although some students are concerned about racial tensions and harassment. The school works hard to encourage good relationships between different races and sexes. This works

well in lessons where students work well in mixed groups, but students of different ethnic groups do not always mix naturally at break times and in the community. A residential experience early in Year 7 is successful in improving relationships between students, although some Asian girls do not stay overnight. Parents have no concerns about racism. There is some bullying, but the school has effective systems for dealing with this. One parent described the school's response to bullying as excellent.

**Ethnic background of students**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	591	103	1
White – Irish	2	0	0
White – any other White background	7	1	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	342	43	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	8	0	0

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

14. Students with English as an additional language generally have positive attitudes towards the school and attitudes are very good in the sixth form. Behaviour is satisfactory overall in the main school. The school promotes good relations between ethnic groups, and students say that any incidents of racism are dealt with effectively. In lessons and informal activities, students show a very good appreciation of their own cultural traditions and those of other people.
  
15. Students' spiritual development is satisfactory. Through English, drama and the personal, social and religious education (PSRE) programme particularly, students consider and reflect upon matters of a spiritual nature through studying literature, poetry and different religious beliefs. There are important missed opportunities for students' spiritual development, as religious education is not comprehensively taught in the school. The school provides good experiences for students to develop their moral education. Students come from a diverse background, and they are learning to respect one another, and work together effectively, particularly in lessons. Through science, art and design, history, ICT and PSRE, students learn about global moral issues, including those concerning the environment. Social development is good. Students understand the responsibilities of living in both the school and local community. They behave well on visits outside the school, and have been congratulated on this by members of the public. They are developing their social responsibility by, among other things, raising money for charity. Students' cultural development is very good, and has significantly improved since the last inspection. The school is an orderly multi-cultural community. Many subjects contribute towards raising students' awareness of other cultures. In food technology, Muslim, Jewish and African diets are considered: cultural diversities in art and music are

studied: sectarianism is debated through history: cultures of other countries are studied through modern foreign languages.

#### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	8.9	School data	2.1
National data	7.2	National data	1.0

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

16. Attendance has declined since the last inspection and is now well below the national average. Unauthorised absence is above average. Attendance is lowest in Year 11 and Year 9. Over 40 per cent of students in Year 11 had less than 90 per cent attendance last year. Much absence is condoned by parents. The absence of a large majority of Moslems during the festival of Eid resulted in very poor attendance for two days in the week prior to inspection and disrupted the learning of all students. The school tries hard to discourage parents from taking their children on long-term holidays to Asia, but this still has a significant impact on overall attendance and adversely affects the results of students involved. White students also have high absence rates and a small number of disaffected students adversely affect overall attendance rates. There is good support from the home-school liaison officer and from the educational welfare officer for raising attendance. The school has introduced a wide range of strategies to encourage good attendance, such as telephone calls home on the first day of absence, but these have not yet had an impact. There are good systems for monitoring absence and punctuality. Punctuality is satisfactory.

#### **Sixth form**

Attitudes to learning and behaviour are **very good**. Students are very well motivated and have a mature and independent approach to their work, in response to teachers' high expectations. Attendance and punctuality are satisfactory.

#### **Main strengths and weaknesses**

- Students have very good attitudes and behaviour.
- Relationships with each other and with teachers are good in lessons, but students tend to mix in their own ethnic groups socially.
- Attendance is good in Year 13.
- Students enjoy the community activities encouraged by the school.
- The teaching of religious education is poor.

#### **Commentary**

17. Students' good attitudes and behaviour contribute positively to their learning. Students are very positive about their sixth form education. They are well motivated to achieve in their chosen subjects. Most students take increasing responsibility for their own research and learning, but on occasions they rely heavily on their teachers. The good relationships between students and their teachers are supportive and good collaboration in lessons helps students make good progress. Most complete their chosen courses. Several return for an extra year in the sixth form to do so. These good attitudes enable them to continue their learning in adult life. Students are punctual and attendance is satisfactory. Good procedures are in place to encourage good attendance to lessons.
18. Students make a significant contribution to the life of the school and the wider community. The school makes a very good contribution to the spiritual, moral, social and cultural development

of sixth form students. Students are keen to accept responsibility. They provide good role models for younger students, taking the lead in organising fund-raising events for charities such as Children in Need and Islamic relief and supporting the learning of younger students through peer mentoring of Year 11 students and paired reading with Year 7. Several accompanied Year 7 students on a residential visit to an outdoor pursuits centre. The Millennium Volunteers help out in residential homes for the elderly and primary schools. Students gain a good understanding of citizenship and democracy through the student council and community service. They become independent, mature and responsible adults and are well prepared for life as citizens in modern society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### Teaching and learning

**Teaching is good and leads to good learning.** An increasing focus on managing the different ways students learn has led to an improvement in the effectiveness of teaching. The assessment of students' work is thorough and constructive in most subjects and is good overall.

#### Main strengths and weaknesses

- The very good match of teachers to the curriculum ensures that teachers know their subjects well and communicate clearly and effectively.
- Recent initiatives have focused on how students learn. They have been very effective in improving teachers' planning and helping students become independent learners.
- The specialist teaching of students with a Statement of Special Educational Need is very good.
- There is no whole-school approach to teaching literacy and numeracy skills.

#### Commentary

##### *Summary of teaching observed during the inspection in 138 lessons in Years 7 to 11*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	27 (20%)	75 (54%)	32 (23%)	3 (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.*

19. Teaching is good in nearly all subjects. In religious education teaching is poor because of the lack of time given to the subject, the lack of specialist teachers and poor management and leadership in the subject. The good teaching in Years 7 to 9 is characterised by the school's adoption of methods that ensure that planning meets the differing needs of students as fully as possible. This process has been supported by very good in-service work in line with the school's development plan. As a result, students experience a consistency in approach that is demanding and challenging and tackles successfully the passivity that many bring with them when they join the school. The success of this approach is clearly seen in English and modern foreign languages, where much high quality learning was observed by inspectors. The impact of the teaching is seen in the improvement in Year 9 results.
20. In Years 10 and 11, the same principles of good planning to engage students are also seen. There is a consistency in the structure and planning of lessons that draws on national strategies and ensures that students understand what is expected of them. Students are clearly focused on achieving the best they can in their GCSE examinations and teachers use this to challenge and stretch them and ensure that good learning takes place.



21. Throughout Years 7 to 11, teachers maintain a good level of expectation regarding students' levels of effort, their behaviour in class and their approach to learning. Homework is used to good effect, both to reinforce students' learning and to encourage their independent learning through researching for themselves. In most subjects, students' work is marked in such a way as to inform them about what they must do to improve further. Parents and students appreciate these qualities. However, there is some marking that is cursory and does little to help, for example in mathematics.
22. In promoting equality of opportunity, a positive approach is taken to mix genders and students from different racial backgrounds by organising seating plans in classrooms to ensure this. As a result, positive relationships are engendered between students. This enables teachers to maintain a firm, but friendly approach in their teaching. Teachers are able to use a variety of teaching methods that involve students taking responsibility for how well they learn. This fostering of independence works well among students throughout Years 7 to 11 and across the ability range. Typically, students work hard and the atmosphere in lessons is one where students can be trusted to work independently, whether on their own or in pairs or groups. All approaches are used successfully. Only rarely is behaviour unsatisfactory and when this occurs, teachers have good strategies to ensure that the progress of the rest of the class is not adversely affected. In only a very small minority of lessons does unsatisfactory learning take place, and this is because students are not challenged sufficiently, they become bored and behave inappropriately. More typically, the behaviour of some difficult and disaffected students is managed well.
23. Teachers are good at requiring students to use the technical language of their subject. However, there is a lack of consistency in teaching literacy skills, particularly writing, which is resulting in a gap between what students know and understand, and their ability to express the same in the written word. Teachers have been made aware of the new approaches to the teaching of mathematics but only a few subjects are planning effectively to support these skills in lessons. The lack of guidance supported by an agreed policy for teaching these basic skills has been identified as an issue by the school management team. However, the progress of students is currently being adversely affected by inconsistencies in the contributions made by departments other than English and mathematics. There is satisfactory teaching of ICT across the curriculum and this represents a significant improvement since the last inspection.
24. Students with English as an additional language generally learn well because teaching methods are well matched to their needs and teachers encourage all their students to contribute to class discussions and group work. In English, students benefit from good use of language models and a gradual approach to new work. Clear verbal explanations in drama and physical education ensure that students know exactly what they have to do to succeed, and practical work in mathematics and music is successful in overcoming language barriers. Building confidence is an important feature of the most effective lessons, and most students are willing learners because of the good relationships within the classroom. Grouping arrangements that bring the different ethnic groups together have a beneficial effect because students help each other to succeed. In those lessons where students do not achieve as well as they should, it is usually because the tasks have not been adapted to meet their needs.
25. Students with special educational needs receive good teaching and the specialist teaching of students with a Statement of Special Educational Need is very good. This includes those with hearing impairment and those who attend the ASD unit. Specialist teaching in the ASD base is very well matched to the complex needs of individual students. The planning of specialist teachers in the special educational needs base is very good with, for example, individual literacy programmes provided for identified students. Support staff are used well throughout the school and are effective in the great majority of lessons, although on occasions lesson planning does not give them sufficient opportunities to enhance students' learning. They are similarly effective in other settings, for example in delivering a social use of language programme, where a variety of activities enable students to develop an awareness of what is

good communication. They show very good knowledge of individual students and their needs in a variety of settings.

### The quality of assessment of students' work

26. Overall, assessment is good. A large amount of data is collected and recorded about students' attainment when they enter the school. This is used effectively to set targets for students for National Curriculum tests at the end of Year 9 and GCSE examinations and to monitor students' progress as they move through the school. Subject teachers use this data well to meet the needs of individual and different groups of students and to analyse students' performance in external tests and examinations. Assessment is thorough and constructive in most subjects and students usually understand what they have to do to improve. Although some subjects, for example, English, design and technology and modern foreign languages, are good at setting targets for students the target setting process is not yet clearly embedded in all subjects. A good start has been made and the necessary data relating to students' performance and attainment have been gathered.
27. Assessment is used well to monitor the progress of students with special educational needs, particularly in their progress in key literacy skills of spelling and reading in Years 7 and 8. Very good testing procedures regularly monitor the progress of students receiving additional support. There are gaps in the procedures for monitoring students' progress in relation to individual education plan targets. Current arrangements for setting and reviewing targets do not take sufficient account of guidelines in the Code of Practice. The monitoring and review of students in the ASD base is very good.

### Sixth form

Teaching in the sixth form is good, as is assessment.

### Main strengths and weaknesses

- Teaching in business studies and health and social care is very good and students achieve very well.
- Teachers assess and review students' work accurately, regularly and effectively to inform students and their parents of their progress.
- The quality of learning in GCE A-level courses is adversely affected by the low standards of students on entry and the small numbers in some subjects.

### Commentary

#### **Summary of teaching observed during the inspection in 44 lessons in the sixth form.**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	10 (24%)	22 (50%)	11 (25%)	0	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.*

28. Teaching is good in most subjects across both Years 12 and 13; it is satisfactory in history and very good in business studies and health and social care. There is a very good match of teachers to the courses the school offers. As a result, teachers' subject knowledge and their good understanding of the examination demands of their areas, lead to effective teaching, which prepares students well and helps to ensure that they are achieving well and that they gain some success in their examinations. Many of the students taking GCE A-level courses have very low levels of attainment on starting their courses. Often in the face of objective and dispassionate advice from the school, students opt to take A-levels because of their perceived

lack of value in vocational courses, usually shared with their parents. The school sets out to ensure that the teaching these students receive equips them to complete their courses and gain some, albeit limited, examination success that allows them to continue into higher or further education. One area of students' learning that is adversely affected by the pragmatic approach taken is the development of their independent learning skills. While satisfactory, learning tends to be more passive. Also, some classes are very small and students lack the stimulation found in debating ideas with their peers. These reservations do not apply to the vocational courses where methods ensure that students are more active in their learning, where independence is fostered and where students respond well to high expectations and challenging teaching.

### **The quality of assessment of students' work**

29. Assessment in the sixth form is good. The performance of students in GCSE examinations in Year 11 is used well to set targets for GCE A-level examinations. Teachers use the information well to plan for the needs of individual and groups of students. Progress of students is checked regularly and targets reviewed; students are well informed about what they need to do to improve. Teachers assess students' work thoroughly; examination criteria are used effectively to ensure that students know how well they are doing and what they need to do to improve further.

### **The curriculum**

The range of learning opportunities provided by the curriculum across Years 7 to 11 is **unsatisfactory**. Activities provided for curriculum enrichment are satisfactory. The match of teachers to the needs of the curriculum is very good. Resources are satisfactory, but accommodation is unsatisfactory.

### **Main strengths and weaknesses**

- There has been inadequate improvement in the curriculum to tackle all the previous weaknesses and to develop a satisfactory programme for students from 14 to 19 years.
- The school provides very good access to all courses so that all students have equal opportunities to learn.
- Students in Years 7 to 11 do not follow an adequate course in religious education, as required.
- The very good match of teachers to the needs of the curriculum is helping to promote good achievement throughout the school.
- Accommodation is currently a barrier to learning in physical education and drama.

### **Commentary**

30. The school has been only partly successful in tackling the key curriculum issues from the last inspection. More explicit policy statements on curriculum planning now provide a more coherent approach to students' cultural and spiritual development through subjects. The time allocated to the curriculum is greater than at the last inspection and now meets national recommendations. However, part of this time involves the morning tutorial time, which is still not used in a consistently positive way to enhance the personal, social and religious education programme, especially in Years 10 and 11. There is still insufficient time throughout the school for the satisfactory provision of religious education and so statutory requirements are not being met. Nor is there provision for a daily act of collective worship. The provision for ICT has improved significantly since the last inspection and standards have been raised.
31. The curriculum in Years 7 to 9 is unsatisfactory. Subjects have a fair and equitable time allocation, but the curriculum is not broad and balanced. There is no provision for a second

modern foreign language nor sufficient time or coherent planning in religious education to meet the locally agreed syllabus.

32. The curriculum in Years 10 and 11 is also unsatisfactory. There is no discrete lesson of religious education so that the course provided is inadequate to meet requirements. The lack of curriculum innovation has resulted in a narrow range of opportunities, especially in vocational education. There is a satisfactory work-related curriculum, but the 14 to 19 curriculum lacks strategic planning so that there are very limited opportunities to study vocationally oriented subjects. Consequently, the two vocational subjects in the sixth form of health and social care and business, cannot be studied first at foundation level in Years 10 and 11. A formal working party has identified these issues and plans are well established to tackle the problems and improve the curriculum structure for students 14 to 19 years.
33. Enrichment of the curriculum is satisfactory overall. There is a successful one-night trip for all Year 7 students and residential visits in modern foreign languages and physical education. Drama provides regular opportunities for students to participate in productions and theatre visits. Design and technology classes make regular trips to local businesses. Support for learning outside the school day is enhanced by examination revision sessions and catch-up clubs, but only a few subjects provide these. Weaknesses in extra-curricular provision identified in the last report, still exist: there is an extensive programme of sports activities, many competitively with local schools. However, only a third of students take part on the school site outside of school hours, average when compared nationally. Music still fails to make a strong contribution to broadening students' experiences as there is no choir or orchestra.
34. The curriculum is limited in its vocational provision in Years 10 and 11 and this in turn limits the range of opportunities for progression into sixth form courses. The business studies course has been changed this year with the introduction of the new vocational GCSE. Of the other seven subject areas with new vocational provision at GCSE, two are currently under discussion for introduction next year.
35. Year 10 students have a wide range of opportunities to undertake two weeks' work experience. In addition, individual students are identified at the end of Year 9 and at the start of Year 10 who may benefit from an extended period of work experience. The school makes good use of different training providers, although off-site placements sometimes result in students missing lessons in examination courses. Links with local colleges are not strong enough in terms of current provision. Current arrangements lack coherence, including opportunities for progression. However, a joint schools/college bid for funding has recently been successful with the potential to achieve greater co-ordination in the provision of work-related learning.
36. The curriculum is accessible to all students with English as an additional language and provides for them in a satisfactory way. In English, mathematics and science the increase in the number of classes in Years 7 to 9, and their consequent reduction in size, enables both higher and lower attaining students to follow a curriculum that is well matched to their requirements. Urdu is offered at GCSE, and many students continue their education in the sixth form because of the range of courses that are appropriate for entry to university.
37. Curriculum provision for students with special educational needs is good. Support staff are appropriately deployed with priority given to students with the most significant needs, including ensuring that requirements specified in Statements are fully met. Recent curriculum development has been very good with a wide range of additional programmes established in Years 7 to 9 to support students' literacy needs. The ASDAN course for older students is well matched to students' needs with, for example, students with behavioural needs collaborating very well with hearing impaired students in a variety of challenging activities with a high level of support. Older students also benefit from opportunities to participate in extended work experience. This in turn enables students who find difficulty in conforming to school routines to sustain their motivation and find potential career opportunities. Students who find difficulty with

routines are also supported by “The Bridge”. This base enables students with a range of needs, including those at risk of exclusion, to follow a programme of re-integration so that they can re-join mainstream classes.

38. The ASD base makes very good provision for students with complex needs. Planning to provide for the small number of students with significant and complex needs is excellent. Individual programmes include teaching within the base, support in mainstream classes, and informal support outside lesson times. The success of individual students in coping with a mainstream school environment is striking evidence of the effectiveness of the provision. A feature of the provision is its flexibility, with every opportunity taken to alter programmes to maximise students’ opportunities to work alongside their peers. The provision is enhanced by awareness-raising programmes for staff and students, which are not linked to the ASD base.
39. Accommodation is unsatisfactory. In physical education and drama, the accommodation is poor and is a barrier to further improvement. The staff and students are to be commended for their positive approach in the face of such poor facilities. In contrast, the modern foreign languages department enjoys new accommodation and has made exceptionally good use of the facility. The facility for ICT has improved dramatically since the last inspection and has been a positive feature in the rise in standards. The overall provision for ICT is good, but is variable in subject departments in terms of the range and availability of ICT equipment. In English and mathematics, accommodation is good and used effectively to promote students’ learning by good use of display materials. The school is currently in the middle of a new building programme that is extensive and promises to counter the problems of poor facilities.
40. Overall, the match of teachers and their subject qualification to the curriculum is very good. However, in religious education it is unsatisfactory as non-specialist teachers teach the subject. In a number of subject areas when vacancies occur, the governors and the headteacher are beginning to experience difficulties in attracting and recruiting high quality staff. The match of support staff to the curriculum is good. Technical staff undertake a valuable role in assisting and supporting the teaching of the curriculum. The secretarial and site management staff make a significant contribution to the smooth day-to-day running of the school. Resources to support learning are satisfactory. The resource centre/library is very well organised and managed. It is used well by students from all year groups.

## Sixth form

The range of opportunities and activities provided by the curriculum is **unsatisfactory**. Overall, resources are satisfactory, but accommodation is unsatisfactory.

## Main strengths and weaknesses

- There is only a limited range of courses and activities to broaden students’ experience.
- There is a very good match of teachers to the curriculum so that students achieve well.
- Accommodation is unsatisfactory and constrains learning in some subjects.

## Commentary

41. The quality and range of learning opportunities in the sixth form are limited. There is a satisfactory range of GCE AS and A2 courses, although numbers taking some subjects are very small and so students do not always benefit from the stimulus of larger group discussion. However, there are only two vocational education courses: health and social care and business studies, in which students achieve very well and can progress effectively from Intermediate GNVQ to the AVCE level. Students, most of whom enter the sixth form with standards well below average, are not being offered a range of more vocationally oriented opportunities to match their capabilities. The school is aware of this and is involved in planning reforms to the 14 to 19 curriculum in conjunction with neighbouring schools and colleges.

42. There are also weaknesses in other aspects of the sixth form curriculum, which restrict the learning experience of students. There are good opportunities provided through the Millennium Volunteers organisation for students to do a variety of community work. Various social and recreational activities and trips, organised by the sixth form social committee and the teacher responsible for enrichment, help promote students' personal and social development. However, there is no general studies programme to broaden their knowledge and understanding of cultural, social, economic and political affairs, nor a timetabled sports session. Statutory requirements are not met for the provision of a daily act of collective worship, or for the provision of religious education. Links with the main school are currently not strong enough, but a new programme of mentoring for Year 11 students is about to begin and some students help to develop learning in Year 7 by listening to readers. Students themselves in Year 13 expressed concern about the lack of a more stimulating, integrated, alternative curriculum of activities to extend their opportunities for learning more widely.
43. The range of vocational courses available is limited to provision in business studies and health and social care. In both these areas provision is very good, as is students' achievement. Both subjects are offered at GNVQ and advanced vocational level (business studies is also offered at GCE advanced level). There are some very good opportunities for progression within these subject areas with, for example, the great majority of current Year 13 advanced vocational business studies students being former GNVQ students. Links with local industry, for example in business studies, are not as strong as normally found. There are some work-related learning opportunities available to students through voluntary work in the community. Overall, this provision is limited.
44. Enrichment of the curriculum is unsatisfactory. There is no programme of general studies or religious education and only limited opportunities for physical education, but all students do community service through participation in Millennium Volunteers, the social committee or in school. Form time is used to supplement social education, but it is shorter than in the main school and many students miss it. Students develop a good awareness of citizenship through community service and raising funds for those less fortunate than themselves.
45. Sixth form accommodation shares the same good and poor fortunes as the main school. In addition, the social facilities for this growing sixth form are inadequate. The new accommodation will improve facilities in these respects. Resources for learning are good and courses are staffed by specialist teachers who provide a very good match to the requirements of the curriculum on offer.

### **Care, guidance and support**

The school takes **very good** care of students' welfare, health and safety. Staff provide good support, advice and guidance based on effective monitoring, which has a positive impact on achievement. The school values students' views and involves them in its work and development well through the school council.

## **Main strengths and weaknesses**

- Pastoral care is a strength of the school. The good relationships that exist between staff and students are supportive.
- There are very good procedures for ensuring the health and safety of students.
- Students are offered good advice and guidance to prepare them well for life both in the sixth form and after school.
- Very good support is given to students with behavioural problems and with special educational needs.

## **Commentary**

46. Procedures for dealing with students' welfare, health and safety are very good. First aid procedures are good and there is good support from the school nurse. Satisfactory procedures are in place to deal with child protection issues. Good heed is paid to students' safety in lessons and on visits out of school. Risk assessments are thorough and good care has been taken to ensure students' safety during the major building works currently taking place. The health and safety policy is comprehensive and specific to the school with clearly outlined responsibilities. Internet service provision is safe and secure. Supervision is good during and after school. The canteen offers breakfast and a very good range of healthy food. The toilets have been refurbished since the last inspection, but access is limited because of abuse of the facilities by smokers. Open public access to the playing fields used by the school for physical education is a problem as dog fouling is a frequent hazard.
47. Pastoral procedures are good and support individuals' needs very well. Students find staff approachable for help and guidance. Induction arrangements are satisfactory and students settle well into school. Form tutors establish good relationships with their students to promote personal, social and academic development. The use of the 'day book' to track academic progress is variable, but personal development is closely monitored and rewards are used very well to encourage good effort and to raise achievement. Year 7 students have good support from sixth form students who help with paired reading and on residential experiences. Staff mentor students in Year 11 to support learning and improve attainment, but the success of this has not yet been evaluated. Good extra support is given to students with special educational needs. Students with behavioural problems receive very good support through The Bridge support unit and the local education authority behavioural support service. This helps to keep students in school and learning. There is very good liaison with parents to support improved behaviour.
48. PSRE provides a comprehensive programme to guide students through school choices and prepares them very well for life in the sixth form and after school. Advice on option choices in Year 9 is sound. The careers programme is good and well supported by the Connexions service. The sixth form course guide is comprehensive and helpful with courses usefully related to career options. Students are appropriately encouraged to look at options outside the sixth form. All students are interviewed before entry to the sixth form to ensure the correct choice of courses. Students' views are canvassed through the school council and the school makes a good response, for example, in the planned provision of lockers. Most teachers listen to students and welcome their comments and ideas.
49. The school makes good provision for students whose home language is not English. Students have access to well-informed support and guidance as they move through the school and make decisions on subject choices and further study. The home-school liaison officer knows students well and gives very good support. Students themselves know to whom they can turn when they are in need of advice. Subject departments are well aware of their responsibilities in relation to students with English as an additional language.

## **Sixth form**

The school takes **very good** care of students' welfare, health and safety. The personal and educational guidance and support to students is good. Relationships with subject teachers and tutors are supportive and helpful. Students' views are sought effectively through the school council.

### **Main strengths and weaknesses**

- There are very good procedures for ensuring the health and safety of students.
- Students receive good advice and guidance that prepares them well for life in the sixth form.
- Students find teachers accessible and helpful.
- Students receive good support for applications to higher education, but are critical of careers advice.
- Social and work accommodation is too small.

### **Commentary**

50. The school takes good care of the welfare, health and safety of students and procedures are common with the main school. The school takes good care to monitor the presence of students on the school site.
51. Year 11 students receive good advice regarding entry to the sixth form and students arriving from other schools are looked after well. In the pre-inspection survey, a high percentage of students indicated that they do not feel there is an adult in the school who knows them well, but inspectors could not corroborate this in observations and interviews with students during inspection. Good relationships exist between students and the head of sixth form, tutors and subject teachers. Interviews indicated that most students are confident they have easy access to a teacher should they need particular help or advice. In the survey, a third of students were critical of careers advice, but subsequent interviews found most were confident that their chosen courses suit their ability and career plans. Thus the school provides good support, advice and guidance based on effective monitoring. Because students' and their parents' aspirations are so high, many students prefer to follow GCE A-level courses, which do not best match their capabilities. However, the non-completion rate matches the national average and students who aspire to universities normally find a place. Careers advice in the sixth form is good and all students have access to impartial guidance offered through the Connexions service. Students have good support for university applications. However, several are unsure of their future career path and do not avail themselves of the support on offer. Many students have part-time jobs and formal work experience is not offered or actively encouraged.
52. Students' academic progress is formally reviewed every term and they are involved in setting their own targets for improvement. Students are mature, confident and self-assured by the time they leave school and are well prepared for adult life. Students enjoy the sixth form. They are positive about what the school provides and say that they like the challenging and demanding teaching; helpful assessment of work; the way they are helped to study independently and research; worthwhile and regular homework; and teachers are accessible and helpful. A minority of students are critical of the way the school seeks and responds to their views. Students' views are formally canvassed in writing from time-to-time but students do not perceive these exercises as having much effect. The school council is effective in seeking students' views and opinions. Students would like a wider range of subjects to study in the sixth form and better common room facilities. Currently, both work and social areas are too small.
53. Support for individual students, including having regard to health and safety issues, is very good. High quality support is given to students with complex special needs, including advice on progression on leaving school. Trusting relationships between staff and individual students are very strong because of very good knowledge of students' needs and frequent contact with parents and carers.



## Partnership with parents, other schools and the community

The school has **satisfactory** links with parents. There are sound links with other schools, universities and with the community.

### Main strengths and weaknesses

- Parents are generally supportive and the school is oversubscribed.
- Students' 'day books' and planners are used well to communicate between home and school.
- The home-school liaison officer and behaviour support service provide a very good link between school and parents.
- There is no active parents' association to support the work of the school.
- Links with the community are sound and enhance learning and personal development, but have declined significantly since the last inspection.
- The governing body's annual report to parents does not provide parents with all the information it should.

### Commentary

54. The school has satisfactory links with parents to enable them to support students' education. Links with parents have been neglected since the last inspection, when they were deemed to be very good. This is largely a result of the time spent on the new building programme and the lack of facilities. Parents are generally positive about the school, which is oversubscribed. Parents are pleased with the way their children settle in school. They like the good teaching and high expectations that staff have and believe their children make good progress. Some parents are concerned about behaviour, but most say their children are not bullied or harassed in school. Behaviour is satisfactory and any concerns have been quickly addressed.
55. The school values its links with parents. The newsletter and the school's new website are informative. Most of the information needed is provided to parents in the governing body's annual report to parents and prospectus, but there is no information on next election of parent governors, no information on steps taken to enable disabled students to be treated on equal terms with other students, and no national comparative data on GCSE and standard assessment test results. Day-books and planners are used well to communicate with parents, especially in Year 7. The home-school liaison officer provides a very good link with Asian parents and information is translated for their benefit, although many of them do not read Urdu. A significant number of parents do not feel well informed about their children's progress. Students' reports are satisfactory. They contain useful information to help parents aid their children's study, but the format makes them difficult to assimilate. The very good contact with and support for parents of students with poor behaviour has a good impact on personal development. The school finds parental attendance at consultation evenings disappointing and few parents even attend performances. There is no parents' association to support the work of the school.
56. Parents state that they find the school very approachable and any concerns or complaints are resolved effectively and sensitively. A small proportion of parents feel the school does not seek their views. The school does occasional surveys of parental satisfaction, but parental attendance at governing body annual meetings is very low. There are several parent governor vacancies.
57. The school has sound links with the local and wider community to enhance students' learning and personal development. These have recently declined as a result of changes in employment in the community and the pressures of the school's building programme. Links with business and industry augment work experience and support the work-related learning programme. Local Rotarians give Year 11 students good interview practice. There are some visits into the local community and abroad to enhance curriculum opportunities, for example, students regularly use the local leisure centre for physical education and there are regular

short-term visits to France. Visiting theatre groups and specialists promote students' personal development. There is some community use of the school's accommodation, but this is insufficient.

58. The school has satisfactory links with other schools and colleges. Transfer mechanisms from primary schools are effective and students settle well. There are too few curricular links with primary schools, although some use the ICT facilities. There is no formal cluster of schools, but meetings with departmental representatives of other schools take place occasionally to support development. The school works well with another secondary school on social inclusion issues, to ensure that students stay in full-time education. Links with colleges ensure students are offered a range of work-related courses. Management of the linked provision is satisfactory. There are appropriate sporting links with secondary schools. There is good support for the training of new teachers.
59. The school has a satisfactory partnership with parents of students with English as an additional language and with the community to which they belong. The work of the home-school liaison officer, which is funded through the Ethnic Minority Achievement Grant, is very effective in helping the school to build up a relationship with parents who do not speak English and in strengthening links between the school and the local Moslem community. Parents are encouraged to consult the school before taking their children on an extended holiday and to play an active part in helping their children to achieve well. The school's good partnership with the local Himmat project has a positive impact on students' efforts to boost their attainment at GCSE.
60. Links with parents of students with special educational needs are very good. The school takes every opportunity to involve parents when concerns arise. Regular meetings to review the progress of individual students often result in parent contacts where there are causes for concern.

### **Sixth form**

The school has **satisfactory** links with parents, the community and universities.

### **Main strengths and weaknesses**

- Regular reviews and annual reports ensure that students achieve well.
- Links with the local community make a sound contribution to students' learning and personal development.
- Links with colleges and universities support students' career development.

### **Commentary**

61. Parents are well informed of academic progress and personal development in the sixth form. Termly annual reviews, annual reports and consultations keep parents suitably informed of students' progress. The quality of reports is good and good information is given on how students can improve their work in most subjects. Good information is provided to parents and students about university applications.
62. The school's sound links with the local and wider community and with other schools enhance the learning and personal development of sixth form students. Good links support work experience placements for health and social care students. Further business links are required to enhance the business studies programme. Good links with Halifax High School support well the transition of students from there into the sixth form. Students are actively involved in community service working with two other secondary school students as Millennium Volunteers, for example by helping in local nurseries, primary schools and residential homes for the elderly. They raise significant sums for local charities, such as Children in Need and

Islamic Relief ,and participate in performances. Students are encouraged to visit university open days to raise their aspirations.

## LEADERSHIP AND MANAGEMENT

**The school is led well.** The head teacher's good leadership, along with strong support from governors and key staff, has ensured the continued direction and improvement of this effective school. **The management of the school is satisfactory.** The governing body gives good support based upon a good knowledge of the strengths and weaknesses of the school. However, there are a number of breaches of statutory requirements that make their overall contribution unsatisfactory.

### Main strengths and weaknesses

- The headteacher's strong leadership and his vision for the school have ensured that improvements in standards and in teaching and learning are central to the school's development.
- Very good whole-school and departmental planning, owned and shared by staff, has helped bring about these improvements.
- Senior staff and those in key positions work well as a team and contribute significantly to the school's leadership.
- Leadership is very successful at ensuring that all students are fully included, and that staff are nurtured in their professional development.
- Governors make a positive contribution to the continued development of the school and are effective in shaping its direction.
- Governors have not yet fulfilled their duty to ensure that students receive their full entitlement to religious education, or that the school carries out a daily act of collective worship. There are some details missing in the annual report to parents.

### Commentary

63. The headteacher provides good leadership. His vision and ambition for the school have helped bring about further improvements to a school that, at the time of the last inspection, was already judged to be effective. There are several measures of this success. The exacting process of planning, funding and now carrying out the building of a brand-new school has been in large part due to the headteacher's energy, amply shared and ably supported by governors and senior staff. Even more important, however, are the improvements that have been made in students' achievement. At the heart of this has been the relentless drive to improve the quality of teaching and learning in the school. The school's very good planning reflects this aim at all levels, strategic and departmental. At the same time as making strong new appointments to the teaching staff, the headteacher has succeeded in getting all subject departments to examine their styles of teaching and what makes for good learning. Fruitful initiatives have resulted from this and have been incorporated into the planning process. All staff, for example, take part in one or more working groups that specifically examine different objectives in the school development plan. This active involvement and consultation of staff has led to a greater commitment on their behalf.
64. The improvements in students' learning and their raised achievement testify to the success of these initiatives. In spite of pressures from many directions, however, these improvements have not been bought at the expense of good relationships and mutual respect. Furthermore, the school's efforts to ensure that all students are included and equally valued, whatever their aptitudes or ethnic heritage, have been central in this process. It is an open, enabling culture that builds confidence and self-esteem.
65. The senior management team also provides good leadership and whole-hearted support for the headteacher. The team members are good role models for both staff and students and have a strong, approachable presence around the school. Close links between senior staff and

middle managers are well established and ensure frequent dialogue and good communications. Heads of subject departments and pastoral leaders, too, provide good leadership, reflecting and sharing the vision from the top. Leadership in English, design and technology and modern foreign languages is very good. Through training and support from their link senior staff, these managers have become increasingly accountable for the performance of their areas of responsibility and the welfare of the staff they lead.

66. Governors take an active role in the leadership of the school. They make a positive contribution to the decisions that help to shape the vision and direction of the school, particularly in the areas of developing accommodation, financial management, staffing and curriculum planning. They receive detailed and regular reports that enable them to act positively as critical friends to the school. Their detailed knowledge of the school's strengths and weaknesses, their close involvement in the school's development planning and their regular involvement in the school's financial activities lead them naturally into a role where they can and do challenge suggestions relating to the school's development as well as supporting the school. A good illustration of this is seen in the support being given to expand the sixth form curriculum to provide more vocational courses and cut the number of unviable A-level subjects on offer. Despite these strengths, governance is unsatisfactory because they have allowed a position to arise where the provision for religious education is poor and there is no daily act of collective worship for all students. There are some details missing in the annual report to parents.
67. The school is managed satisfactorily. The systems and strategies in place to review progress and to monitor and evaluate the effectiveness of initiatives taken in terms of their impact on raising standards are satisfactory. Students and parents are positive about the manner in which the school is led and managed. The monitoring and evaluation of teaching is undertaken effectively and good practice is effectively spread both in and between different subject departments. The impact of this is seen particularly in Years 7 to 9 where students are becoming more effective and independent as learners. The management of curriculum change has not been as effective. As a result, there are a number of weaknesses in the curriculum that make it unsatisfactory as a whole. Similarly, the management of improvement since the last inspection has been a mixture of strengths and weaknesses that make it satisfactory overall. The centrally important improvements in teaching and learning have been good and have underpinned the rise in standards in the main school. ICT provision has improved dramatically. However, the courses on offer in the sixth form are still too limited, form tutor time has improved, but marginally, and the provision for religious education is still poor.
68. The school's arrangements for ensuring equality of opportunity and monitoring the progress of different groups of students are very good. The school has an equal opportunities policy and policies on dealing with racial discrimination and ensuring racial equality. The headteacher has provided good leadership in ensuring that awareness of equality issues is high. Development plans tackle these issues and priorities are clear.
69. The school has taken a very positive approach to performance management and procedures are good. These are fully implemented and are having an increasing impact on raising the standards of teaching and learning. There are effective procedures in place for supporting the professional development of teachers. Priority is given to the training needs associated with the school development plan, departmental plans and those identified as a result of performance management reviews. The induction of staff new to the school is very good. Newly qualified teachers, in particular, receive a very good programme of mentoring, support and guidance, as well as meetings on a wide range of relevant whole school topics. The school is also a very good provider of initial teacher training.
70. Management of the provision for students with English as an additional language is good. There is a clear sense of purpose with a strong commitment to the raising of standards and encouraging the personal development of all students. The school has used the specific Ethnic Minority Achievement Grant effectively. It has acted on performance data to create smaller

groups in the core subjects in Years 7 to 9, with the aim of raising standards amongst higher and lower attaining students.

71. The whole-school approach to special educational needs has many positive features. The special needs co-ordinator has successfully developed the curriculum to provide a wide range of programmes that have a positive impact on achievement. Assessment procedures are well used to check the impact of additional provision made. The management of support staff is very good - they are well motivated and informed and have a developing role that enhances students' learning in a variety of ways. There are very good links between the special needs co-ordinator and staff co-ordinating the two specialist resource bases and this enhances the whole-school approach. The special educational needs co-ordinator meets regularly with relevant groups of teaching and support staff and this enhances a pro-active response to students' changing needs. There are weaknesses in monitoring and review procedures in relation to guidelines in the Code of Practice. A revised policy for special needs has been drafted but not yet approved by governors. The hearing impaired and ASD resource bases provide highly focused specialist support for students with significant needs. Leadership and management of both bases are very good.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	3,060,585	Balance from previous year	244,769
Total expenditure	3,087,533	Balance carried forward to the next	228,821
Expenditure per student	3,199		

72. Financial management is satisfactory. There are clear links between planning and spending. A very organised and disciplined approach to budgeting ensures that each year the existing curriculum is adequately resourced, and, in recent years, there have been significant funds available for developments. Day-to-day management of finances is very careful and there are effective procedures in place to ensure that the school consults and compares to gain best value in its spending. Specific funds are used appropriately. Financial reports to governors are well designed to give them precisely the information they require. Financial procedures ensure that educational priorities are costed appropriately. The principles of best value are applied carefully and effectively. The seemingly large balance carried forward contains earmarked funds accounted for in building works already contracted. When account is taken of this, the balance is appropriate.

**Sixth form**

73. The sixth form is well led and managed satisfactorily. The aims of the sixth form are integral to the aims of the whole school and provide a clear structure for further development, underpinned by a detailed development plan. There are still weaknesses in the curriculum, which lead to small group sizes and consequent expensive staffing. This further leads to an inappropriate balance between the income and expenditure of the main school and the sixth form, and overall provision in the sixth form that is not fully cost-effective. There are other weaknesses in the curriculum that limit the educational experience on offer. A recently appointed director of studies, who monitors students' progress very well, oversees the sixth form provision. Leadership within the team is effective and dedicated to ensuring that students fulfil their aspirations. Management structures are good and there is good delegation of responsibilities. Good communication with sixth form tutors enables them to give students good support and guidance.

**THE HEARING IMPAIRED UNIT**

Provision for students with hearing impairment (HI) is **very good**.

### **Main strengths and weaknesses**

- Staff of the resource base provide very good and sometimes excellent quality support to ensure deaf students are able to achieve to their highest possible standards.
- Deaf students feel happy and relaxed and well supported.
- The quality of teaching by the teachers of the deaf employed by the Sensory Support Service is very good.
- The achievement of deaf students would be enhanced by greater involvement of mainstream staff and students in understanding deaf culture.
- Staff of the resource base should be more involved in teachers' planning to ensure equal access to the curriculum more consistently.

### **Commentary**

#### **Standards and achievement**

74. Deaf students work hard because of the intensity of the support they receive and as a result, sometimes achieve better than their hearing peers in lessons because they are kept on task effectively.

#### **Teaching and learning**

75. The quality of teaching by the Teachers of the Deaf, who are employed by the Sensory Support Service and delegated to the school, is very good. The quality of provision made by support staff working with deaf students is good and by the interpreters and communicators employed by the Sensory Service it is very good and often excellent. This specialist provision ensures that deaf students are able to learn and achieve well in both mainstream and resource base lessons and the excellent relationships of support staff and students ensures the development of positive attitudes and self-help skills. Staff of the HI resource base work hard to ensure they provide very good and sometimes excellent support to enable deaf students to achieve to their highest possible standard
76. In the work seen in the inspection, mainstream teachers ensured that deaf students were fully included and had high expectations for them. However, support staff usually have to adapt language and materials 'on the hoof' because, although Teachers of the Deaf are aware of medium and long term planning, access to lesson plans depends on individual members of mainstream staff being pro-active, although it is always made available on request. This means that there is little opportunity for pre-viewing work and the HI staff are often acting to fill in gaps or pick up areas of difficulty during tutorial sessions. During one lesson a video was shown where the communicator had to attempt to interpret, but had no previous knowledge of the video, which had implications for equal access for the deaf students. Adaptations and modifications to lesson planning and communication are usually left to the Teachers of the Deaf and HI support staff and the needs of deaf students are not always fully taken into account in teachers' planning to reflect their different learning styles. This reflects the need for more deaf awareness training for mainstream staff. However, they make considerable efforts to ensure the participation of deaf students during lessons indicating that they are keen to get things right.
77. Resource base staff are skilled communicators; they acquire a high level of understanding of a broad range of subjects and provide very effective support and agree common signs for deaf students in more obscure areas of work. Deaf students like the fact that they are able to 'drop in' to the base and get help with homework or difficult subjects.

## **Attitudes and behaviour**

78. Attendance of the deaf students is good and their behaviour in lessons is well monitored by the support they receive. They seem happy and well adjusted and appear to have positive deaf identities and clear views about what they want to do when they leave school. However, some students who would benefit from amplification prefer not to wear hearing aids or use radio aids or personal Soundfield Systems and cited as their reason that amplification makes them feel different. They accept that communicator support singles them out because it is such a positive experience for them. Those who use BSL as their first language like to meet with their deaf peers and staff in the resource base at breaks and lunch times and this reflects the lack of signing skills among hearing students and staff in the school. Students who use oral/aural methods of communication tend to mix more with hearing friends. Hearing students were seen to be very supportive of their deaf peers in lessons and ensured that they were included in group work. This was seen, in particular, in a geography lesson and a German lesson where hearing students ensured that deaf students could make their contribution to the group.

## **Leadership and management**

79. Staff of the HI Base feel well supported by Calderdale's Sensory Support Service and the Head of Service provides outstanding leadership. HI staff are able to access training funded both by the Support Service and by the school, although this is mainly in the area of developing communication skills. They would like to be able to access a broader range of training related to deaf issues.

## PART C: THE QUALITY OF EDUCATION SUBJECTS AND COURSES

### SUBJECTS AND COURSES IN KEY STAGES 3 and 4

#### ENGLISH AND MODERN FOREIGN LANGUAGES

##### English

Provision in English is **good**.

Aspect	Year 9	Year 11
Standards	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very good
Management	Good
Progress since previous inspection	Good

##### Main strengths and weaknesses

- There is an effective focus on the students' primary learning need in their writing
- Recent Year 9 test results reflect very good achievement.
- Very good leadership is ensuring a clear direction to the development of the subject.
- Teachers use a wide range of effective methods and teaching is good throughout the school.
- Students have positive attitudes although some Year 11 students lack motivation.
- Despite good assessment procedures, marking lacks consistency.

##### Commentary

##### *Examination results*

80. Results in the 2003 national tests for Year 9 students were broadly average. The students did significantly better than their well below attainments on entry to the school would merit. This very good achievement was also evident in the 2002 results. The 2003 GCSE English results were significantly below average but broadly in line with the students' previous results. However, the proportion at grades A\*-C was not as high as expected. Results in English literature were well above average but from a very low entry in relation to most schools.

##### *Standards and achievement*

81. Students achieve well from their starting points on joining the school. In both year groups, standards of speaking, listening and reading are average. Standards of writing are below average. Nevertheless, students in Year 9 are making good progress in writing skills. Higher and many middle attainers write extensively, use paragraphing appropriately, and consciously select vocabulary that engages a reader's interest. They use quotations well to support and exemplify their opinions. Some middle attainers reach average standards: their writing is clear and accurate. However, some are not organising their work consistently enough into paragraphs to reach the expected standard. The writing of some lower attainers is well below average because they make too many errors. In Year 11, about four in every ten students achieve very well in their course work. They write very well organised extended assignments and support their own personal responses most effectively through argument and quotations. Lower attainers are achieving well because teachers adapt methods to meet their needs. However, some middle attaining students are not achieving as well as they should because they lack motivation. Students from minority ethnic groups achieve well throughout the school



in common with their peers. Overall, standards are rising and current standards are higher than recent results as teaching has improved.

### ***Teaching and learning***

82. Teaching and learning are good with some very good features. Teachers' good use of assessment identifies and supports effectively the students' prime learning need: the improvement of their writing. Good subject knowledge, high expectations and motivating teaching result in lessons where hard work is the norm and in which the students usually apply themselves well. Tasks effectively reflect teachers' awareness that students have a range of preferred learning methods and students are usually positive in their attitudes. ICT is used well. Planning is a strength: tasks match clearly-stated objectives. Frequent use of activities that clearly demonstrate skills effectively support the students' writing skills. Students also have many opportunities to take part in well-structured speaking tasks in small groups. Teachers' questioning techniques in whole-class discussion, however, tend not to be open-ended enough. Teachers are introducing an innovative target setting scheme. Although not yet fully embedded, it is particularly effective with higher attainers who are clear sighted about their standards and how to improve. Marking varies: the best clearly sets out strengths and targets but some is not precise enough. No lessons were unsatisfactory but some lacked the fast pace, good range of effective learning methods and significant challenge of the best lessons.

### ***Leadership and management***

83. The leadership of the department is very good and has developed a very strong team that is committed to raising standards through innovative teaching and learning methods. Management is good: there is systematic observation of lessons and careful analysis of examination performance. The school management has supported the subject well with additional staffing in Years 7 to 9. With better teaching and higher results in Year 9, there has been good improvement since the last inspection.

### **Language and literacy across the curriculum**

84. Students enter the school with well below average standards in literacy, especially in writing. Overall standards are below average. Weaknesses in writing undermine students' standards, both in lessons and in examinations, and are a barrier to achievement. Inspectors frequently noted a mismatch between the security of the students' knowledge and understanding of a subject (as evidenced in class discussion) and their lower standards in written responses. When teaching specifically supports the students' difficulties in writing, such as in design and technology, results are better. But in science, history, geography, art and design, physical education and to a lesser degree mathematics, GCSE grades are constrained by the students' inability to express clearly in writing their knowledge and understanding.
85. The school has set out a good policy for tackling the links between language and learning supported by some in-service provision. However, there is not a clear enough focus on the conventions of different types of writing to help the students do justice to their knowledge and understanding in lessons and in examinations. There is good encouragement of reading in tutorial time. A Year 7 induction course introduces students effectively to the library and related study skills, such as skimming and scanning when reading text.

### **Modern foreign languages**

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

Aspect	Year 9	Year 11
Standards	Below average	Average
Achievement	Good	Very Good
Teaching and learning	Good	Very Good

Leadership	Very Good
Management	Very Good
Progress since previous inspection	Good

### **Main strengths and weaknesses**

- Standards at GCSE in French and German have been consistently in line with the national averages in past years.
- Students achieve very well by the time they reach GCSE because of very good teaching and the very positive attitudes they bring to lessons.
- The modern foreign languages department is very well led and managed.
- Students' work is very well marked and assessed so that they are clear about how to improve.
- Students do not have enough opportunities to improve their speaking and pronunciation through practice.

### **Commentary**

#### ***Examination results***

86. French and German are taught to alternate years. Students study one language only. In 2003, GCSE results in German were similar to the national average. Almost all students in the year took the examination and they all gained a grade A\* to G. Although these results were slightly below those of 2002, they follow a consistent trend over past years of strong GCSE results which represent very good achievement for the large majority of students. Girls did better than boys by a larger than average difference.

#### ***Standards and achievement***

87. Standards in Year 9 are below average in French. Given students' well below average attainment when they entered the school, however, they are achieving well. Teaching is good at this stage, helping students understand how they can progress to the next level by improving their work. Students also bring very good attitudes to their work and most behave very well. Higher attaining students understand the foreign language well and write accurately, showing a good grasp of grammar. Low-attaining students and those with special educational needs achieve well because they learn in small groups. They understand the language simply expressed but have poor pronunciation and speak with difficulty.
88. In Year 11, standards are in line with the national average. At this stage teaching is very good and makes rigorous demands on students of all abilities who rise to the challenge and achieve very well. This applies to boys and girls alike, though girls tend to perform better in writing because of greater attention to accuracy. Students of Asian heritage also achieve very well and several of them are on track for high grades at GCSE. The written coursework of the ablest students reveals above-average grasp of French and its complexities. Most low-attainers are well motivated in small groups doing work that is tailored to their needs. All students struggle with speaking and do not have enough practice in lessons.

#### ***Teaching and learning***

89. Overall, teaching and learning are good. In Years 10 and 11, teaching is very good. These older students learn very well because teachers use the foreign language appropriately and have high expectations of students' work. Teachers encourage students to work things out for

themselves and to improve their literacy skills by using dictionaries. The excellent mark scheme, linked to a clear system of incentives, helps students become more independent by getting them to work out for themselves how to correct their mistakes. As a result, students are clear about their progress and motivated to improve. Learning is less strong when teachers talk too much in English and give students too few opportunities to practise actively speaking the foreign language. In about half of the lessons, teachers use the foreign language inconsistently and do not insist that students themselves use it for making simple requests, such as borrowing a pen. The large majority of students respect their teachers because they are treated in a friendly, professional way.

### **Leadership and management**

90. The department is led with real vision and energy and is managed very efficiently. It is a department that encourages innovation and evaluates its performance critically. Teachers are all competent specialists who work closely together and share ideas and resources. They have created an excellent learning environment in their new classrooms reflecting the department's dynamism. Planning also is excellent. At its heart is the single aim of driving up standards through improving teaching and learning. In this it reflects the aims of the school itself. Teachers do not get enough opportunities to observe each other teach, in order to ensure that the best practice is more evenly spread. Students do not get sufficient opportunity to broaden and enrich their experience of learning a foreign language through extra reading and more frequent use of ICT. Keen linguists would also benefit from being introduced to a second foreign language or community language. In every other respect, however, the department has moved on successfully since the previous inspection and is very well placed to continue improving.

## **MATHEMATICS**

Overall, the quality of provision in mathematics is **satisfactory**.

Aspect	Year 9	Year 11
Standards	Below average	Well below average
Achievement	Good	Satisfactory
Teaching and learning	Good	Satisfactory

Leadership	Good
Management	Good
Progress since previous inspection	Good

### **Main strengths and weaknesses**

- Students in Years 7 to 9 achieve well as a result of good teaching.
- Good leadership provides the subject with a clear vision and direction.
- Homework is used effectively to support students' learning.
- There are insufficient opportunities to use computers in Years 10 to 11.
- Marking is not consistent and does not inform students well enough of what they should do to improve.
- Lesson objectives do not provide a clear enough focus for lessons.

## **Commentary**

### ***Examination results***

91. Results in the 2003 Year 9 national tests were well below average. This reflected good achievement in relation to students' attainment on entry to the school. The performance of boys was much further behind national averages than that of girls. In the 2003 GCSE examinations, results were below average in comparison with all schools and average in relation to students' attainment at the end of Year 9. Boys performed better than girls.

### ***Standards and achievement***

92. By the end of Year 9, students' mathematical skills are below average. This represents good achievement as they enter the school with skills in mathematics that are well below average. The good achievement is the result of improved teaching and learning as the department has responded to the initiatives to improve both areas throughout the school. Students' number skills are weak for all but the highest attaining students; average attaining students do not recall their tables confidently when doing mental calculations and are unsure about the process of cancelling fractions. The highest attaining students demonstrate satisfactory data handling skills; they understand how to find different measures of average for a set of data. For the present Year 11, mathematical skills are well below average. The differences between boys and girls are in line with the differences nationally. Standards do not match those of the previous year but represent satisfactory achievement in relation to students' earlier levels of achievement. Standards here are affected by poor attendance and the unsatisfactory attitudes of some students. Students have difficulty handling numbers mentally although most understand the processes for rounding numbers. Algebraic skills are generally weak; many students have difficulty using formulae and solving equations although the highest attaining students solve simultaneous equations confidently. Students have developed satisfactory problem-solving skills; they can identify patterns, find rules and formulae although they are not always able to explain their ideas well using appropriate technical language.

### ***Teaching and learning.***

93. Overall, the quality of teaching is satisfactory and, as a result, students' learning and achievement are satisfactory. Teaching is best in Years 7 to 9 where learning and achievement are good. Here, students' learning is managed more effectively, teachers maintain higher expectations of students' responses and ICT is employed more usefully. Throughout Years 7 to 11, teachers' subject knowledge is secure which helps them to explain new skills and concepts clearly. They plan activities well to develop students' understanding but, often, not enough opportunity is provided for students to adequately consolidate these skills. The highest attaining students achieve well because they are provided with suitably challenging tasks. Homework is used well to support students' learning and to support students' day-to-day assessment. Marking, however, is not consistent across the subject; few comments are used to inform students about what they should do to improve. In Years 7 to 9, National Curriculum levels are not used and, consequently, students are not informed well enough of how well they are doing in relation to national standards. Good use is made of overhead projectors and new 'Activboards' to support teaching; teachers are able to develop students' understanding at a good pace. Teachers question students effectively but do not always involve enough students in discussions. As a result, students are not always clear about what they have to do. Although the National Strategy is embedded well in teachers' planning, lesson objectives do not always provide a clear enough focus for lessons and the time at the end of lessons is not always used effectively to review students' learning. Not enough attention is given to developing students' literacy skills. New technical language is not reinforced well enough during lessons. Teachers usually set clear expectations for students and manage their behaviour well, which results in students usually working productively during lessons. Where teachers' management skills are weak, students do not apply themselves well enough, consequently progress is limited. Effective support is provided for students with

special educational needs, especially hearing impaired students, which results in them making similar progress to other students.

### **Leadership and management**

94. Leadership and management are good. A clear vision and direction are provided that has resulted in improving standards in Years 7 to 9. The move to new accommodation has resulted in teachers working together well as a team to secure improvement. Good use is made of assessment data and examination results to evaluate the performance of the subject. Although assessment procedures are satisfactory, they do not include enough use of national levels and target setting. Not enough opportunities are provided in Years 10 and 11 for students to use computers in lessons. Good improvements have been made since the last inspection. Development planning is better and, as a result, standards have improved. The progress of the lowest attaining students now matches that of other students.

### **Mathematics across the curriculum**

95. Although numeracy skills are developed well in mathematics lessons, the school does not have a written policy for supporting students' numeracy skills across the curriculum. Teachers have been made aware of the new approaches to the teaching of mathematics but only a few subjects are planning effectively to support these skills in lessons. Students' competency in mathematics is well below average and this is reflected in work seen in many subjects. For example, in geography, students in Year 9 had difficulty with simple calculations involving costs of supplying aid to a village. In science, students' numerical skills are not developed well enough, although graphical skills are satisfactory.

## **SCIENCE**

Provision in science is **good**.

Aspect	Year 9	Year 11
Standards	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### **Main strengths and weaknesses**

- The department is well led and there is a clear focus on improving standards and providing good teaching.
- Standards in national tests and examinations are well above similar schools.
- Teaching is consistently good and lessons are well matched to students' needs, so that most enjoy the subject and work well.
- The development of practical skills is given a high priority and this increases the students' motivation and enjoyment of the subject and leads to good achievement.
- Students' work is regularly assessed to set targets for improvement but routine marking is too inconsistent and not always helpful.

## **Commentary**

### ***Examination results***

96. Standards in the 2003 national tests for Year 9 students were well below average but they were well above those in similar schools. These results improved on the previous year, continuing an improvement trend that has risen faster than the national average. Standards in science were in line with mathematics but below English. Standards in the 2003 GCSE examinations were in line with the national average and well above those in similar schools. The results were about the same as in 2002. These results represent good progress for students in all years.

### ***Standards and achievement***

97. Achievement is good in all years. Standards seen during the inspection were below average in all years. In Year 9, current standards are higher than previous results, reflecting higher prior attainment among this group. In Years 10 and 11, the below average standards reflect students' lower prior attainment to last year's examination group and are above what would be expected when compared to their attainment on entry. The students make good progress in their knowledge and understanding of basic scientific facts and ideas but their ability to apply this knowledge to produce detailed explanations and predictions is limited. This is partly due to the fact that many of them use language that is too imprecise, both in speech and in written work. Their skills in carrying out routine practical work develop well because of the emphasis placed on this aspect of learning. However, most students' skills of analysis and evaluation are below average. Their skills in mathematics are adequate for most of the work they do but graphical work often contains basic errors and calculations do not reach a very high level. There are no significant differences in the attainment of boys and girls or students from different ethnic groups.

### ***Teaching and learning.***

98. This good achievement has resulted from teaching and learning that are consistently good, with some very good teaching in Year 11. Lessons are well planned to cater for the needs of different students and practical work is given a high priority in order to develop students' investigative skills. Teachers are careful to make clear the real-life applications of science so that the work is relevant and interesting. As a result, most students have good attitudes, enjoy the subject and learn well. Students with special educational needs or language difficulties achieve well because they get good support from the teachers and learning support assistants. Most students are well-behaved and co-operative in lessons because teachers have clear expectations of behaviour and manage their classes well. They deal effectively with students whose conduct occasionally fails to meet these standards. Teachers use questioning well to find out how much students have learned, often asking probing questions to get them to explain, predict and think more deeply about science ideas. Useful homework is set regularly to reinforce work done in class for all years. Students' work is assessed after each topic and targets for improvement are set, encouraging them to make good progress. However, standards of routine marking are inconsistent and the students are not given enough advice about how to improve their work.

### ***Leadership and management***

99. The science team is well managed and good leadership has ensured that teachers are well supported and clear about their responsibilities. Development plans focus on the key areas of raising standards and providing high quality teaching. This has helped to secure good learning in all years. Improvement since the last inspection has been good, with standards continuing to rise. Ideas from the national strategies are being used effectively to broaden the range of teaching methods and the increased focus on practical work has enhanced students' enjoyment of the subject. ICT facilities have been improved and opportunities to use

computers are now planned into science work. Monitoring of teaching and learning is well established and this helps to support further improvement.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

Aspect	Year 9	Year 11
Standards	Well below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Main strengths and weaknesses

- Students achieve well because of the good teaching they receive.
- Students learn well because they have good attitudes towards the subject.
- The good leadership and management are focused on improving standards.
- The use of ICT by subject departments has not been monitored closely enough to match demand to the resources available.

### Commentary

#### *Examination Results*

100. Examination results in 2003 were below average. Girls' results were higher than those of the boys. GCSE results have improved over the last three years.

#### *Standards and achievement*

101. By the end of Year 9, attainment is well below average. However, students achieve well as their standards in ICT on entry to the school are low. They use the Internet well, for example, to research on theme parks. However, only the higher attaining students evaluate their work well and produce reports that are suitable for the intended audience. Most students' written work lacks precision and analysis as they have well below average writing skills. This prevents them reaching the higher levels. Students know how to use spreadsheets to graph figures but they have limited understanding of the most appropriate type of graph to use for a particular purpose. Standards in Years 7 and 8 are higher as they are benefiting from the effective use of the national strategy for ICT. There is little difference in the achievement of girls and boys. Students with English as an additional language achieve well. By the end of Year 11, standards are below average but students achieve well. Most show good initiative and research skills in developing their coursework. They describe suitable ICT solutions to issues faced by businesses. Only higher attaining students analyse these in depth and show good awareness of how their work can be improved. Most students' numerical skills are well below average. This limits their understanding of how spreadsheets are used for calculations.

#### *Teaching and learning.*

102. Teaching and learning are good. Teachers are enthusiastic and know their subject well. As a result students are motivated and want to learn. Tasks are challenging as teachers do not give answers but encourage students to think the problem through. The best lessons consolidate and reinforce the main learning points well so that students learn the essentials of a topic. Most

lessons move at a good pace appropriate for all students. Good assistance from support staff, and the use of suitable materials, help students with special educational to achieve well. Teachers assess students' work well. As a result, students know their current level of attainment but are not always sure of the steps to take to improve. Homework is carefully set so that students are not dependent on having computers at home. Behaviour is good in most lessons but a minority of students in Years 7 to 9 are not managed effectively enough to ensure their continued good learning throughout the lesson. The development of writing skills is not taught consistently enough throughout the department.

### **Leadership and Management**

103. Good leadership gives a clear sense of purpose, shared by all teachers, that is focused on improving standards. The department is well managed. Teachers evaluate their own work and monitor the progress of students effectively. The good resources are well maintained by a skilled technical team and are heavily used by students outside school time. There has been good improvement since the last inspection.

### **Information and communication technology across the curriculum**

104. There is satisfactory use of ICT across the curriculum. Many subjects use ICT to develop students' ability to communicate and research for information. The Internet is used well in many subjects, as is word processing software, especially for course work in Years 10 and 11. Planning for the use of ICT is very good in modern foreign languages and students use it effectively to support their learning. Students use ICT in mathematics to explore graphing. Appropriate and interesting software is used for composing in music GCSE lessons. Students in GCSE design and technology use a range of applications in an integrated manner to produce effective design ideas. Science uses ICT well for data logging and for analysing results. Some subjects find it difficult to gain access to the computers. The new buildings, soon to be completed, will provide more ICT facilities. However, no up-to-date audit of the contribution of each subject to the development of students' ICT skills and capability has been made. Each subject's requirement for access to the ICT resources has not been defined so that needs can be matched to resources.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

Aspect	Year 9	Year 11
Standards	Below average	Well below average
Achievement	Good	Satisfactory
Teaching and learning	Good	Satisfactory

Leadership	Satisfactory
Management	Satisfactory
Progress since previous inspection	Satisfactory

### **Main strengths and weaknesses**

- Students in Years 7 to 9 achieve well because of the good teaching they receive.
- Students in Years 7 to 9 work hard and are interested in the subject so they make good progress with their learning.
- Students' well below average writing skills limits their achievement in Years 10 and 11.



- Assessment data is not effectively used to track students' progress and set targets that can be monitored.

## **Commentary**

### ***Examination results***

105. GCSE results in 2003 were well below average. Girls gained better results than boys.

### ***Standards and achievement***

106. By the end of Year 9, attainment is below average. This represents good achievement as students enter the school with well below average geographical skills and understanding. Students' good attitudes contribute significantly to their good achievement. Most describe geographical features and events competently such as the effects of earthquakes on settlements. Only higher attaining students are able to link factors together to explain events, such as the relationship between the level of economic development of a country and the relative impact of earthquakes. The recent change of leadership of the department has encouraged teachers to emphasise these higher order skills. This is having a positive effect on achievement. Most students have difficulty with arithmetic and rely on calculators. For example, a Year 9 class could not accurately calculate the cost of bringing different types of aid to a village. At the end of Year 11, standards are well below average. Students' achievement is satisfactory as they entered the GCSE course with well below average standards. Year 11 students had a restricted choice of subjects when they began in Year 10; as a result, some are not motivated to learn. Most students have well below average writing skills because teachers do not consistently develop these skills and this hampers them in examinations. However, most students' fieldwork is well presented and shows good methods of collecting data. Higher attaining students analyse their findings well and draw valid conclusions.

### ***Teaching and learning***

107. Students learn best from lessons that are well prepared and that use a variety of short specific tasks to engage their interest. This is especially effective in Years 7 to 9. Teachers use good subject knowledge to explain points clearly so that most students understand. Good assistance is provided in lessons from teachers and support staff so that students with special educational needs are fully included, and make progress in line with other students. However, few specific materials are prepared for these students, especially in Years 10 and 11, that would enable them to learn more effectively. Behaviour is usually well managed. However, a minority of students, especially in Years 10 and 11, are unwilling to apply themselves and their negative attitudes wastes the time of the rest of the class. This is also seen in their attitude to homework, which is set regularly, but some students do not complete this. Marking is regular but few points are given that show students how they can improve. Many students use ICT well for their coursework in Years 10 and 11 but there is inconsistent use in the rest of the department.

### ***Leadership and management***

108. Leadership and management are satisfactory but recent changes in the leadership of the department are beginning to improve its effectiveness. There is now a greater focus on teaching and learning. There is a good team ethos amongst the teachers. Some effective measures have been taken that are improving standards as Year 10 are achieving well. However the use of assessment data to review students' progress, set targets and intervene effectively is under-developed. Teaching is not monitored regularly. There has been satisfactory improvement since the last inspection, especially in Years 7 to 9 where progress is now good and teaching is more challenging.

## History

Provision in history is **satisfactory**.

Aspect	Year 9	Year 11
Standards	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Satisfactory
Progress since previous inspection	Satisfactory

### Main strengths and weaknesses

- Students from Years 7 to 11 learn and achieve well and enjoy the subject as a result of the good teaching they receive.
- The effect of good learning is enhanced by the students' good attitudes to work.
- There is a clear direction to the development of the subject, but a minority of students have undeveloped skills in writing and analysis because there are no coherent strategies to tackle them.
- The monitoring and evaluation of teaching through more regular classroom observation is undeveloped.
- Students in Years 7 to 9 do not always know how to improve because assessment procedures are undeveloped.

### Commentary.

#### **Examination results**

109. Results in the 2003 GCSE examinations were well below average and some of the lowest in the school. They have been consistently at this level for the last three years. There is no significant difference between the performance of boys and girls.

#### **Standards and achievement**

110. By the end of Year 9, students' standards are below average. While this is lower than the teachers' assessments for 2003, which had been over-generously marked, it represents good achievement as students enter the school with skills in history that are well below average. This is especially true of their writing and enquiry skills. These skills are soundly developed by Year 9 in higher attaining students who can effectively recognise reliability of sources and write satisfactorily at length and with feeling on the suffragettes on hunger strike. Students of lower attainment, those with special educational needs and those with English as a second language, also achieve well in acquiring knowledge and understanding of key events and in basic note-making. However, their weak literacy skills seriously constrain their ability to write effectively at length, analyse sources and interpret events. At the end of Year 11, standards are also below average and all students achieve well. The improvement compared with the 2003 GCSE results, is due to a greater stability and improvement in staffing. Students' historical knowledge is expanded and their enquiry skills enhanced through coursework. However, students other than the most able, find difficulty interpreting and analysing sources or expressing themselves clearly as their writing skills are well below average.

## **Teaching and learning.**

111. The quality of teaching in Years 7 to 11 is good. Teachers use their good subject knowledge to plan a variety of stimulating activities, using suitable materials to match the needs of all students. Higher attaining students achieve well because they are now being challenged by tasks requiring active involvement and evaluation, especially in Years 10 and 11. Teachers generally have high expectations of students' work and behaviour. Marking is thorough, especially in Years 10 and 11 so that students know their attainment level and how to improve. However, assessment procedures in earlier years lack precision and are not used well to set clear targets for students or to inform lesson planning. The good attitudes and behaviour of the students also promote good learning. They co-operate well in group work and effectively stay on task. This is encouraged by the good relationships with the teachers and with each other. In a minority of lessons, however, the learning of students with weak writing skills is constrained when literacy development is not sufficiently emphasised in lesson planning.

## **Leadership and management**

112. The head of department provides a clear direction and example through his own good teaching and enthusiastic support for colleagues. Improvement since the last inspection has been satisfactory. Examination performance is analysed well and plans are in place to revise the teaching of the GCSE syllabus. The quality of teaching has improved, but has not yet impacted on GCSE results. Improvements in other areas of management have not yet occurred. Revision of schemes of work to emphasise progression in the development of analytical and literacy skills in Years 7 to 9, linked to improved assessments, has only just begun. The sharing of good practice is inhibited because the monitoring and evaluation of teaching through regular, mutual classroom observation are as yet undeveloped. The department has recently undergone a period of staff instability and change. The current settled nature of the staff has brought about a more stable department and one where the recent pattern of too much teaching by temporary teachers has been turned around. There is now a greater capacity for further improvement.

## **Religious education**

Provision in religious education is **poor**.

Aspect	Year 9	Year 11
Standards	Well below average	Well below average
Achievement	Poor	Poor
Teaching and learning	Poor	Poor

Leadership	Poor
Management	Poor
Progress since previous inspection	Very poor

## **Main strengths and weaknesses**

- The achievement of students in Years 7 to 11 is poor because the students do not receive enough teaching in the subject and it has a very low status within the school.
- There is not enough curriculum time allocated for the subject so the requirements of the locally agreed syllabus are not being met.
- The quality of leadership and management is poor because responsibilities are divided, and there is no informed leadership of the curriculum.
- There has been no overall improvement since the last inspection.

## **Commentary**

### ***Examination results***

113. No examinations in the subject are taken at GCSE.

### ***Standards and achievement***

114. It was not possible to see any lessons in religious education during the week of the inspection, and so evidence on standards was gained through interviews with staff and students, a review of the school's documentation on the subject, and samples of students' written work. By the end of Year 9, students' attainment is well below average and in relation to their starting point in Year 7 the achievement of boys and girls of all abilities and competence in English is poor. This is because students do not follow an established programme of study, and the allocation of lesson time for the subject is inadequate. Students in Year 9 have a basic knowledge and understanding of religious signs and symbols, and of the importance of pilgrimage in the six major world faiths. However, they have a very limited awareness of other areas of religious beliefs and practices and little experience of reflecting on what they have learned from religion. Written assignments are generally adequately researched, but presentation is often untidy, and students do not use their information selectively. There are too many examples of work that is either copied from text- books or reproduced in full from Internet websites.
115. Standards are well below average in Year 11. Currently, the subject is covered in Year 10 only, and there are inadequacies in the time allocation. Students produce an information booklet on world religions as their sole piece of work during the year. They come into Year 10 with a restricted amount of knowledge to draw upon. In the sample seen, the work of one higher attaining student showed a reasonable grasp of the important features of the different major world religions and was characterised by a lively style, attractive presentation and a clear understanding of the needs of the reader. Similarly, there were a few examples of satisfactory achievement by lower attaining students who organised their limited amount of information effectively. However, the overall standard of work was well below what would be expected for students of this age, and achievement was poor because of lack of effort.

### ***Teaching and learning***

116. The provision for teaching and learning is poor. Religious education forms part of a course that includes personal and social education and citizenship. It is taught by a range of teachers drawn from different subject departments. Teachers are hampered because the school does not have a clear and co-ordinated programme of study in religious education that would provide detailed information and guidance to non-specialists in the subject. This weakness makes a significant contribution to students' shortcomings in learning and their lack of achievement. Students' work is reviewed regularly, but assessments are based to a large extent on the development of students' literacy skills and not on their knowledge and understanding of the subject.

### ***Leadership and management***

117. The quality of leadership is poor. This is primarily because there are different coordinators for Years 7 to 9 and Years 11 and 12 and there is no specialist teacher with overall responsibility for the subject. This has a negative impact on the confident leadership of the curriculum and on the quality of teaching and learning. Management is poor. It has been diverted from a focus on raising standards in religious education by the burden of other demands, chiefly concerned with provision for citizenship and personal and social education. As a result, the issues raised at the time of the previous inspection have not been resolved and improvement since the last inspection is very poor. Although the subject now forms part of a course in Year 10 there is still no provision in Year 11 and no opportunity for students to take external examinations in the subject. A coherent programme for religious education throughout the school has not yet been

developed. Furthermore, the time allocation is still not adequate to cover statutory requirements. Indeed, the time available for the subject has recently been further reduced by the addition of citizenship to the combined course of religious education and personal and social education.

## TECHNOLOGY

### Design and technology

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

Aspect	Year 9	Year 11
Standards	Below average	Average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Very Good
Management	Very Good
Progress since the previous inspection	Good

### Main strengths and weaknesses

- Students have very good attitudes to the subject, which contribute to their good achievement.
- Teaching is consistently good and enables the students to learn well.
- Leadership and management are very good and dedicated to improving students' achievement.
- The curriculum is good with projects that interest and challenge the students.
- Not enough attention is given to the setting of intermediate improvement targets for individual students.
- Insufficient use is made of ICT, including computer aided design and manufacture, to support the teaching and learning.

### Commentary

#### *Examination results*

118. At the end of Year 9, teacher assessments show that students attain levels that are below average. In 2003, GCSE examination results were average at the higher A\*-C grades. The results in textiles and food were above the average, in graphic products below average and in resistant materials well below average. Overall, these results are similar to those in 2002.

#### *Standards and achievement*

119. In the work seen in Year 9, a similar level of attainment to recent teacher assessments is evident, and achievement is good as the students' starting point in Year 7 is well below the average. While standards are, overall below average, there are differences in the elements that go to make up the subject. The standards of the girls are at slightly higher levels than those of the boys, although still below average overall. Making and constructional skills are more highly developed than design and graphical skills for many students. In general, the girls' design skills are better developed than the boys'. Higher attaining students have a more secure grasp of subject knowledge and vocabulary. The teachers use challenging projects and tasks in a variety of materials that make increasing demands on students of all abilities, including those with special educational needs. As a consequence, all students make good progress. However, greater use should be made of ICT including computer aided design and manufacturing in all material areas to support and extend the learning.

120. The Year 11 work seen during the inspection confirmed that the average standards achieved in recent examinations are being maintained. The standards achieved by the girls continue to be higher than the boys on most GCSE courses. In the food, textiles and graphic products courses, standards are higher than in resistant materials, where there is a greater number of lower attainers. The girls' design and graphical communication skills continue to be better developed than those of the boys, especially the boys at the middle to lower levels of attainment. The girls' work usually has a greater depth of research and more rigorous analysis when developing their designs. The girls generally bring a more conscientious approach to their work, which results in their learning more effectively. The strength of the boys' work continues to be their practical making skills. Very good behaviour, good concentration and the positive attitudes to the subject of the majority of students add to the effect of the consistently good and better teaching, and ensure that achievement is good in all years.

### ***Teaching and learning***

121. Teaching and learning are good in all years. Teachers use their very good subject knowledge to plan a variety of stimulating projects that engage the interest of their students. This leads to good achievement as the students are challenged by the tasks presented to them. The teachers use a range of appropriate methods to engage the students with the learning, with demonstrations, explanations, paired and small group activities being particularly effective in developing students' knowledge, understanding and skills. Support staff, including technicians, are effectively deployed to support the learning and the teaching of the curriculum. In all lessons, the teachers give high levels of individual support and well-informed feedback, which encourages the students to value their efforts and raises their level of motivation. The teachers have clear learning objectives and share these with the students at the start of lessons. However, they do not always review the progress made at the end. Also, there was a loss of pace in the learning in some lessons where the teachers did not set time deadlines for the completion of intermediate tasks.

### ***Leadership and management***

122. The department is very well led and managed. The head of department has identified clear development priorities focused on raising levels of achievement and effective use is made of data to review the department's performance. The staff are very well qualified and deployed to their specialist strengths. Targets for improvement are in place but these should be reviewed more regularly as part of the individual support given to students in lessons in all years. Improvement since the last inspection has been good. GCSE examination results are much improved and the teaching is consistency of good and better in all years.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

Overall, the quality of provision in art and design is **satisfactory**.

Aspect	Year 9	Year 11
Standards	Well below average	Average
Achievement	Satisfactory	Good
Teaching and learning	Satisfactory	Good

Leadership	Good
Management	Satisfactory
Progress since previous inspection	Satisfactory

### **Main strengths and weaknesses**

- Good individual tuition given to all students of all ages is raising standards.
- Challenging tasks are used to enable students to learn effectively and improve their achievement.
- Accurate assessment is used well so that students know what they must do to improve.
- Observation drawing is under-developed.

### **Commentary**

#### ***Examination results***

123. Results of the teachers' assessments in 2003 showed that students were working to a standard that was well below average. Work seen during the inspection matches the teachers' assessments. In the 2002 GCSE examinations, results were average. In 2003, results were significantly lower, reflecting the attainment level of the different group. Few students opted to take art and design GCSE and their results were lower than those in the other subjects they took.

#### ***Standards and achievement***

124. In work seen during the inspection, standards are well below average by the end of Year 9. This represents satisfactory achievement by this group of students in relation to their attainment on entry to the school. The standard of accurate observational work and controlled use of the pencil when drawing is underdeveloped, for example. However, some technical skills are good and students' knowledge of artists is good. Standards are average by the end of Year 11. This demonstrates good achievement as the GCSE course is very demanding of students' time and personal response. Students' portfolios contain samples and examples, showing inventiveness and ingenuity of work in two and three-dimensions. Students use ICT effectively to search the Internet for examples of artists' work that supports their ideas for completing their final controlled test. Students develop a good understanding about such research an essential part of achieving high marks in the examination. Sketchbooks are used well to record what they are doing, appraise and criticise art and artists and complete independent learning. Students with special educational needs, especially the hearing impaired, make good progress and they receive very good support.

#### ***Teaching and learning.***

125. The quality of teaching is satisfactory overall. Teaching and learning are satisfactory in Years 7 to 9 and good in Years 10 and 11. The more effective teaching with older students is the result of better class management skills being used and teachers dealing with students who have opted for art and design and who are keen to learn the subject. Teachers are well skilled and enthusiastic about their subject, which motivates the students. Students learn effectively from good individual tuition. The dialogue informs students of the quality of their class work and tells them how they can improve. Teachers plan and prepare well for lessons. Teaching styles have developed well from the strategy of sharing lesson objectives with students and reviewing progress at the end of lessons. Students are improving their spoken literacy skills because they are encouraged to use the correct terminology and listen to the views of others. They

develop well their understanding of the process of art and design and make accurate evaluations of their work. Writing skills are generally under-developed and are a barrier to raising achievement. Students are aware of community projects like the Hebden Bridge Sculpture Trail and benefit from tuition from the artist in residence. Teachers value students' work and display it prominently in the art rooms and around the school. This raises self-esteem; it allows students to see what others can do and sets high standards.

### **Leadership and management**

126. Leadership is good. The department has trialled an innovative approach to the setting and assessment of homework that is an example of good practice. Students are set projects, rather than one-off tasks, and students respond well to this opportunity for independent learning. Colleagues see the head of department as a strong leader who has generated good team spirit. The department plan includes clear targets and focuses on improvement in teaching and learning. Management is satisfactory. The department keeps records of students' success but as yet does not analyse fully the results to compare attainment and achievement of different groups of students. Monitoring of teaching is good, but is not undertaken on a formal and regular basis. The department has made satisfactory progress since the last inspection. Some strengths have been maintained and most of the weaknesses reported have been tackled. The quality of teaching observational drawing has deteriorated and is now a major issue.

### **Drama**

127. Drama was sampled. Results in 2003 GCSE were significantly below average although not unexpected given the students' prior attainment. In 2002, results were significantly above average and broadly average in 2001. In the observed lessons and in work seen, standards were broadly average in Year 9 and Year 11. Teaching and learning are good. Lessons include a good range of tasks. Students are motivated and work well. There is good collaboration. The schemes of work are very thoroughly planned and place a strong emphasis on developing a knowledge of sequential performance skills and different genres of theatre. A carefully completed progress chart monitors the students' standards. A small designated area provides limited accommodation but new purpose built accommodation will be available on completion of the new building. The subject provides a good range of extra curricular opportunities.

### **Music**

Provision in music is **satisfactory**

Aspect	Year 9	Year 11
Standards	Below average	Average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Satisfactory
Management	Satisfactory
Progress since previous inspection	Satisfactory

### **Main strengths and weaknesses**

- Good teaching and learning result in good achievement by the end of Years 9 and 11.
- Music and computer technology have been well developed since the last inspection, and enrich the curriculum.



- Opportunities to learn instruments outside the curriculum, and to play and sing in ensembles, are limited.
- There is still a low take-up of music courses in Years 10 and 11.

## **Commentary**

### ***Examination results***

128. No candidates have been entered in GCSE examinations in recent years.

### ***Standards and achievement***

129. Students enter the school with overall standards well below average. They achieve well through Years 7 to 9, attaining standards below average by the end of Year 9. Almost all students have had very limited experiences in music when they come to the school, with only the occasional student having already started to learn an instrument. The students' very good attitudes, and good teaching and learning, contribute to the good achievement made. Many students find great difficulty in remembering the skills and musical information they have been taught from week to week, resulting in knowledge of music notation, and other music literacy, having to be constantly revisited. Higher attaining students compose a fanfare effectively by the end of Year 9, and gain a broad knowledge of musical instruments through independent research, using ICT. A small group of Year 10 students is taught outside the school day. The three students in Year 11 are on target to gain A\*-C results. Their stylistic analysis skills are developing satisfactorily and they have competent composition skills. No singing was heard during the inspection.

### ***Teaching and learning***

130. Teaching and learning are good. The music teacher prepares lessons in great detail, and has produced very informative open-ended worksheets for practical work, which enable all students to achieve well. An appropriate amount of time is left during each lesson for students to play what they have learnt, and demonstrate the progress they have made. Some aspects of teaching new concepts of notation and music literacy are too theoretical. Assessment procedures are thorough, but do not adequately refer to National Curriculum levels as an on-going process in lessons. The end of Year 9 assessments are accurate. Reports are informative. The music teacher has secure subject knowledge for teaching music in Years 10 and 11. ICT is used well, especially in Years 10 and 11. Appropriate homework is set.

### ***Leadership and management***

131. Leadership and management are satisfactory. The music teacher has worked hard to develop music and computer technology, enabling effective research in Years 7 to 9, and more extended composition work in Years 10 and 11. There are limited opportunities for students to learn instruments with visiting teachers: and, as at the last inspection, there are limited opportunities for instrumentalists and singers to perform regularly in ensembles. As most students have below average standards by the end of Year 9, and as very few receive individual tuition on instruments, the take-up on GCSE courses continues to be low. Together, these form a barrier to further development.

## HOSPITALITY, SPORTS, LEISURE AND TRAVEL

### Physical education

Overall the quality of the provision in physical education is **good**.

Aspect	Year 9	Year 11
Standards	Average	Average
Achievement	Good	Satisfactory
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Main strengths and weaknesses

- The quality of teaching and learning is good and students achieve well in Years 7 to 9.
- Most students display a positive attitude towards the subject.
- The department is well led; management is good.
- Specialist accommodation is poor and inhibits students' achievement and the further development of teaching and learning.
- Insufficient attention is given to improving standards of literacy for students in examination groups.

### Commentary

#### *Examination results*

132. Results in the 2003 examinations were very close to the national average for A\*-C grades and amongst the best in the school. The trend in recent years has been somewhat inconsistent. Changes in the nature of subject choices at the age of 14 are the key reason for this. There is no significant difference between the performance of girls and boys.

#### *Standards and achievement*

133. By the end of Year 9, students' attainment is average. In some activities some students are above average, especially in their levels of personal physical fitness. This represents good achievement when set against the overall standard of attainment on entering the school, which is below average in the subject. The attention given now by teachers to students' knowledge and understanding of the purpose of regular physical exercise ensures that students in Year 7 can warm-up thoroughly and know many of the names of muscle groups for example. By the end of Year 11, these standards have been sustained across a broad range of activities especially in those activities relating directly to personal physical fitness. Within this age range many girls know how to develop and sustain improvements in increasing their heart rate through physical activity in a managed programme of health-related exercise. In work seen in examination groups, standards are in line with what is expected in both Years 10 and 11. In Year 11, of particular note is the work of higher attaining students in their assignments on personal fitness profiles. There is good attention to detail and clear evidence of research and well thought out conclusions. There is in both year groups and especially in Year 10 a need for greater emphasis on the improvement of students' writing skills. Lower attaining students have some difficulties in constructing written answers. The standards displayed in their oral responses indicate higher levels of knowledge and understanding than is evident from their written answers. The poor accommodation is a barrier to students' achievement because it limits the opportunities to pursue a sufficiently wide range of activities. As a result, their achievement is satisfactory.

### ***Teaching and learning***

134. The quality of teaching throughout Years 7 to 11 is consistently good. In many lessons there are very good features. All teachers have very well developed subject expertise, especially, but not only, in examination classes. This enables them to ensure that the learning resources are appropriate for all learners by being simple and straightforward. This was evident in a card-matching activity relating to the identification of sports injuries and the most effective treatments. Lessons are always well planned and teachers know well the strengths and weaknesses of the students. In explaining theoretical concepts, teachers make really effective use of examples drawn from students' own experiences to strengthen their learning by ensuring that knowledge and understanding are developed in combination. Lessons are well organised and activities are well managed. This impacts on attitudes in the lessons and consequently levels of involvement are high. The style of teaching is always energetic and encouraging. All teachers provide positive feedback to both individuals and groups. This sustains the students' interest, checks for understanding and identifies achievement. Those with special educational needs achieve well and this is largely due to the way in which the tasks are open and present an opportunity for all to improve. In response to the good teaching, students learn well. Almost all students respond positively, standards of behaviour are good, levels of participation are high and they show interest and enthusiasm in their work.

### ***Leadership and management***

135. The work of the department is well managed and the team is led strongly. There has been a clear commitment to improvement and development planning is well considered and links closely with whole school planning. The head of department has a clear understanding of the need to monitor students' progress and how this can be achieved by making full and extended use of information gathered in from all forms of assessment. Currently the specialist accommodation provided for physical education is poor, much of it is too small and inadequate. This inhibits both teaching and learning in the quest to raise standards further, though this barrier will be removed when the facilities at present under construction are available for use. The state of the playing field facilities across the road from the main site are unsuitable and represent a health danger due to excessive dog fouling. Improvement since the last inspection is good. Teaching is now consistently good and a strong and capable head of department is well established. The school is on the threshold of occupying new premises with new specialist facilities for the subject. The department is well staffed with new, permanent and well-qualified appointees and all these factors ensure that the subject area has the capacity to make further improvement.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business Studies**

Overall, the quality of provision is **good**.

The courses in business studies were sampled. The department has introduced the double award vocational GCSE course in Year 10. One Year 10 vocational GCSE lesson was seen plus a Year 11 lesson for students following the single award modular GCSE course. Teaching and learning in both lessons were good and students achieved well.

### ***Examination results***

136. GCSE results in 2003 were above average, reflecting very good achievement.

### ***Standards and achievement, teaching and learning***

137. In the Year 10 lesson seen, standards were well below average. Teaching was good and students achieved well at this early stage in their course. Students' learning about marketing techniques was enhanced by the use of real resources such as shopping bags to introduce the topic. Students worked on a real task, to decide how Longleat safari park could promote itself. They worked well in groups to spend an advertising budget by choosing different forms of advertising. They displayed good skills in calculating costs although they found it more difficult to justify their choices.
138. In the Year 11 lesson observed, standards were average and students achieved well in relation to their prior attainment. Students examined a pre-released case study in preparation for their examination later in the year. One lesson objective was to emphasise that higher marks are gained through applying knowledge. Students' learning was consolidated effectively through applying a theoretical concept about potential strengths, weaknesses, opportunities and threats to a discussion about setting up a small business. Their understanding that issues for a business can be categorised under more than one of these headings was weaker. Their application of theory was further challenged during a discussion of the impact of the European Union on business decisions, enabling them to gain a good understanding of the influence of Europe in the market place.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision of personal, social and religious education (PSRE) was sampled.

139. The school has a sound programme for personal, social and health education, which is satisfactorily taught by a team of teachers within the PSRE provision. The programme includes citizenship and religious education and is supplemented effectively in Years 7 to 9 during form time. Lessons were observed in each year group. Library lessons and study skills in Year 7 enhanced students' ability to research information and learn for themselves. During form time they considered healthy diets. In a careers lesson on writing personal statements, Year 11 students received good guidance, but progress was hindered by their lack of vision about their own futures. Careers education is good and Year 10 students value two weeks of work experience. There is a sound programme for sex and drug education, supported by the school nurse and the police service. Drama lessons supplement students' awareness of relationships well.

### Citizenship

Provision in citizenship is **satisfactory**.

Aspect	Year 9	Year 11
Standards	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Satisfactory
Progress since previous inspection	N/A

### Main strengths and weaknesses

- Most subjects have identified and introduced a large number of strands of citizenship into their curriculum, which enhances students' achievement.
- The PSRE programme includes well-focused citizenship modules for Years 7 to 11.

- There are no strategies in place at present for citizenship within subject areas to be monitored and evaluated formally and regularly.

## **Commentary**

### ***General background***

140. Arrangements for the introduction of citizenship into the curriculum were delayed, but the subject is being slowly but firmly embedded. An illustration of this is the fact that the school has yet to produce a whole-school policy for the subject, although most individual subjects have produced planning statements on their contribution to teaching citizenship. A trawl of existing and proposed provision for the three strands revealed a significant range of topics through which citizenship matters are being taught. In addition, a number of focused projects were added into PSRE programmes across Years 7 to 11. During the inspection, some elements of citizenship were noted through subject observation. Six PSRE lessons from Years 7 to 11 were observed in which citizenship was either partly or wholly focused upon. Overall judgements have been made largely on those six lessons, together with a scrutiny of students' work, documentation, and interviews with students and appropriate members of staff.

### ***Standards and achievement***

141. Students are achieving well, gaining below average standards by the end of Years 9 and 11. While making good gains in their knowledge and understanding of concepts central to citizenship, their overall standards are below average because they start from a point well below average. Literacy skills, such as writing and good use of appropriate technical vocabulary, are not well enough developed to reach average standards. However, Year 7 students are already beginning to appreciate that newspapers must be read carefully in order that they get a balanced view about national and international events. Year 8 students are gaining sound knowledge of election processes, and by Year 9, they can consider rationally career prospects to take them not only into Year 10 and the sixth form, but also into the wider community as young adults. By the end of Year 11, students having studied a range of global and national issues, can start to make preparations for lives as adults. They have a particularly good understanding of politics behind the media.

### ***Teaching and learning***

142. Teaching and learning is overall good. Lessons are very carefully prepared, and progress at a very fast pace. Excellent informative worksheets and guidelines are produced to enable students of all abilities to achieve well. In one Year 10 lesson, additional specific worksheets targeted literacy, and further information for those with language problems and special educational needs. In a Year 7 lesson, three very different, but related, tasks operated highly efficiently at the same time, and were thoroughly evaluated by the teacher. There are excellent features of teaching in Years 10 and 11, based on very high quality imparted information, and high degrees of challenge. Work is marked thoroughly, and assessments relate to projected National Curriculum levels. Students appear to enjoy the subject. One unsatisfactory lesson was observed, but this was not typical of the normal provision in the subject.

### ***Leadership and management***

143. Leadership is good, and management is satisfactory. The member of staff in charge of the subject has a clear vision of the way in which he would like to see spiritual, moral, social and cultural development, the PSRE programme, and discrete subjects all fully embed citizenship into the students' education in a cross-curricular way. At present, strategies are not in place for citizenship in discrete subjects to be comprehensively monitored and evaluated, though there is monitoring within the individual subject areas. Plans are in hand for overall monitoring to take place through the teaching and learning strategy being formulated. A whole-school evaluation is fundamental as so many teachers are involved in teaching citizenship.

144. The leadership of the subject has been successful in establishing a positive status for citizenship. The school has introduced some interesting initiatives such as the Citizenship Award for students who demonstrate strong commitment to curriculum and extra-curricular citizenship activities. Positive links are being developed with the local community such as with the Halifax Rugby League Football Club "Playing for Success" project. Through this project, selected students are helped with their literacy, numeracy and ICT skills, and meet members of the team. Members of the school council demonstrate a good awareness of the implications of being in an orderly school community, and make appropriate suggestions for 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 tables below show entry and performance information for courses completed in 2002

### GCE A/S level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Design and Technology	5	20	89	0.0	32	4.0	35.7
Information technology	9	66.7	78.2	0.0	20.6	15.6	28.5
Business studies	6	83.3	89.1	0.0	31.7	23.3	35.4
History	5	80	91.8	0.0	37.2	22.0	37.8
General studies	14	64.3	78.6	0.0	25.7	16.4	30.0

### GCE A level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Sports/ P.E. studies	5	80	95.4	0.0	29.5	40	73.2
Information technology	7	100	89.1	0.0	22.4	48.6	64.1
Business studies	10	100	96.4	0.0	32.8	52	76.5
Geography	7	71.4	97.1	0.0	40.5	37.1	80.9
History	5	80.0	97.1	0.0	41.0	40.0	81.2
Sociology	9	100	95.4	11.1	39.6	60.0	79.1
English/English language	7	100	98.3	14.3	36.5	74.3	80.1

### VCE RESULTS BY SUBJECT 2002

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Business	30	96.7	87.1	6.7	16.5	57.0	60.1
Health and social care	6	33.3	90.1	0.0	16.3	13.3	62.5

## ENGLISH, LANGUAGES AND COMMUNICATION

The focus of the inspection was **English language and literature** and **French**.

### English

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

Aspect	Year 12	Year 13
Standards	Below average	Average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Main strengths and weaknesses

- Achievement is good in relation to the students' prior results.
- The best teaching is very good: dynamic and challenging.
- The course is well led and managed.
- Completion rates are good.
- Teachers do not focus sufficiently frequently on writing skills.
- Best practice in teaching is not extended into all lessons.

### Commentary

#### *Examination results*

145. Results in the 2002 A level examination were below average as they had been for the previous two years. The 2002 AS results were broadly average. Results fell in each examination in 2003. Achievement appears to have been good given that students usually start the course with GCSE results well below the usual level for commencing an A-level course. However, comparisons should be treated with caution given the relatively low number of students on the courses.

#### *Standards and achievement*

146. Standards are broadly average in Year 13 and below average in Year 12. Achievement is good in relation to the students' prior attainment. In Year 13, higher attaining students' work is above average. It includes very effective and accurate use of the subject's key terminology when analysing texts. Arguments are well supported by references to theoretical studies. Analytical frameworks are applied consistently to a range of texts. When work and assignments are not above average, judgements are too generalised and not supported with specific exemplification. There is not enough use of technical vocabulary. Expression lacks the succinctness of the best work and there are too many errors in writing. In Year 12, the students are making good progress on acquiring the terminology of the subject but are too descriptive when responding to a text. When specifically directed to use precisely an analytical framework they respond well. All analysed effectively, in pairs, the use of graphology, discourse, tone, mood and structure in a poem by Roger McGough, but required the teacher's expert and specific guidance to commence and sustain this analysis.



## ***Teaching and learning***

147. Although good overall, some very good features were also observed. At its best, teaching is dynamic. In these lessons methods were wide-ranging and motivating. Lessons objectives were clearly set out and linked explicitly to the activities. Fast paced practical starter tasks engaged the students' interest and reintroduced them to the lesson's issues and themes. Students made good progress by learning from very clear exemplification of what was required, such as the teacher's text annotation. The students' differing learning styles were catered for with a good mix of resources including moving image and auditory texts for an exploration of the use of talk in 'Othello'. Students applied themselves well, which provided confirmation of their frequently stated opinions that they enjoyed the course even though it was challenging. Despite some effective pair and group work, there was not enough open-ended discussion of issues by the whole class. Teaching helps the students to be clear about the skills they need to develop through good use of the course's assessment objectives. However, students' folders indicate they are not experiencing the frequency of practice observed in most schools to improve their examination writing. When teaching was less effective, pace and challenge were not as great as in the best lessons. There is good use of ICT but little evidence of the development of application of number skills.

## ***Leadership and management***

148. Leadership and management are good. While numbers are small, the course recruits well within the context of the school, and is popular with students from the ethnic minorities. Completion rates are good. Curriculum planning is good and the subject is resourced well. The leadership has made good arrangements to ensure effective staffing following some recent staff changes and now faces the challenge of ensuring the extension of the best practice observed into all lessons. The course is well established and achievement is good so progress since the last inspection has been good.

## ***Language and literacy across the curriculum***

149. Subjects are making good provision for the development of language skills on post-16 courses. Students have good opportunities for speaking and listening and for developing research skills. Guidance for written work is mainly good and very good in health and social care. The school offers a separate adult literacy skills course for students who do not have grade C in GCSE English. Progress was satisfactory in the lesson observed. The school has carried out an audit of literacy skills required in subjects and its policy of expecting subjects to make specific contributions is having an effective impact.

## ***Modern foreign languages***

The focus was on French. German was sampled.

### **German**

One lesson of German in Year 12 was observed. Teaching and learning were satisfactory. Standards are below average though students are achieving satisfactorily.

### **French**

Overall, provision in French is **good**.

Aspect	Year 12	Year 13
Standards	N/A *	Below average
Achievement	N/A	Good
Teaching and learning	N/A	Good

Leadership	Very good
Management	Good
Progress since previous inspection	Not applicable *

French is not taught in Year 12

### **Main strengths and weaknesses**

- Teaching is good. Students learn and achieve well as a result.
- Students are very well motivated and keen to do well. They are very happy with the teaching they receive.
- Leadership of modern foreign languages in the sixth form is very good.
- Students do not get enough practice in building sentences and developing their French accent and pronunciation.
- Students do not have enough direct experience of French people and culture in order to broaden their horizons and enrich their learning of French.

### **Commentary**

#### ***Examination results***

150. Results at GCE A-level French in 2002 were below average but both students gained pass grades. In 2003, at AS-level, two of the students gained higher grades and this represented good achievement.

#### ***Standards and achievement***

151. Standards in Year 13 are below average overall. However, this masks a large disparity in attainment and overall students are achieving well. Higher attaining students write well and adapt language successfully to form complex and accurate sentences to express their opinion. In predictable situations, too, they are able to express themselves verbally in clear, well-developed French. They lack fluency, however, and a ready response in less foreseen circumstances. All students have difficulty in their pronunciation of French because they do not have enough systematic practice in building sentences and making themselves sound more French. Students' understanding of spoken French is relatively strong and reflects the good exposure they have to French spoken in the classroom. The withdrawal of a foreign language assistant has reduced students' opportunities to speak in French. They would benefit from more exposure at first hand to French life and culture.

#### ***Teaching and learning***

152. Teaching is of high quality: enthusiastic, demanding and conducted almost entirely in French. Students, therefore, have no option but to listen carefully and sharpen their listening skills as a result. Teachers have high expectations and do not duck difficult grammar or issues such as the European Union. A pleasant working rapport exists between students and their teachers. This further contributes to good learning, as do students' industrious attitudes and their keenness to succeed. Students themselves appreciate the quality of teaching they receive and are happy with the progress they are making. Teaching makes good use of a variety of up-to-date texts and media, such as the Internet, for the potential they offer for exploiting language. Assessment of students' work is very thorough and helpful. Homework assignments are rigorous and encourage students to do independent study and research.

#### ***Leadership and management***

153. As in the main school, leadership of modern foreign languages in the sixth form is very good. Management, too, is efficient. Good communication between staff ensures that students make the most of being taught by more than one teacher. Given the relatively short time the department has offered foreign languages in the sixth form, resources for learning are good. The main challenge facing the department at this early stage of development is how to offer students, through contact with French people, media and culture, more authentic and three-dimensional experiences of learning the language. There was no sixth form language taught at the time of the previous inspection. However, the department's provision has good potential for improving further.

## MATHEMATICS

Overall, provision in mathematics is **good**.

Aspect	Year 12	Year 13
Standards	Well below average	Below average
Achievement	Satisfactory	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Satisfactory

### Main strengths and weaknesses

- Good leadership and management ensure the expertise of teachers is used well.
- Students have very good attitudes to the subject which results in them achieving well by the end of Year 13.
- Students make good progress because the quality of teaching is good.
- Good assessment procedures ensure students know how well they are doing and what they need to do to improve further.

### Commentary

#### *Examination results*

154. In 2002, there were no results in the GCE AS or A2 examinations. In 2003, seven students completed the AS course, four of whom were successful, but none at the higher grades A-B. One student obtained grade D in the A2 examinations. These results represent satisfactory achievement in relation to students' levels of attainment at the start of the course.

#### *Standards and achievement*

155. Standards of work seen in Year 13 are below average. Students are achieving well and making good progress in relation to predictions based on their GCSE results. Both students have successfully completed the AS modules although neither achieved the higher grades A-B. In mechanics, they have developed well their knowledge of momentum and its use when dealing with impact and collision of objects. In pure mathematics, the students are able to apply the processes differentiation to a range of functions confidently. Year 12 students are attaining standards that are well below average at this stage in the course. They started the course with standards well below those normally found on AS mathematics courses. Nevertheless, achievement is satisfactory. Weak algebraic skills caused by the well below attainment of students starting the courses, are restricting their progress.

#### *Teaching and learning*

156. The quality of teaching is good and secures good learning. Teachers' subject knowledge is very strong; new and difficult concepts are clearly explained. Relationships are very strong, with mutual respect shown between teachers and students. The day-to-day assessment of students' work is good; it supports students' learning well so that they know how well they are doing. Students show very positive attitudes to the subject; they make determined efforts to understand the work they are doing even though they find some of the work difficult. Discussions in lessons are good and all students are involved in responding to answers. All students need individual support when working on their tasks and teachers do this well to ensure that students overcome their difficulties. Teaching methods are appropriate and include computer activities to develop understanding.

### ***Leadership and management***

157. Leadership and management are good. Teachers are deployed well to ensure that best use is made of their very good expertise. The teachers work well together to ensure that students' work and progress are regularly checked. Improvement since the previous inspection is satisfactory.

### **Mathematics across the curriculum**

158. In Years 12 and 13, students generally are able to apply their mathematical skills effectively to their work in other subjects. Mathematical skills are below average for most students in the sixth form but subjects are planning well to support them. For example, in business studies there is a good structure to lessons requiring numerical calculations and, as a result, students are able to deal effectively with numerical tasks in their work involving percentages and costs. In ICT, students use graphs confidently in their coursework.

## **SCIENCE**

The focus was on chemistry. One lesson was seen of biology and one of physics.

### **Biology**

While standards in Year 12 biology are below average, teaching is satisfactory, ensuring that students' achievement is satisfactory when compared to their low starting point.

### **Physics**

Standards observed in a Year 13 physics lesson were below average but good teaching and very positive attitudes from the students ensured satisfactory achievement in the investigational work they were undertaking.

### **Chemistry**

Provision in chemistry is **satisfactory**.

Aspect	Year 12	Year 13
Standards	Below average	Below average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Satisfactory

### **Main strengths and weaknesses**

- Teaching is consistently good and the students have very positive attitudes to their work, ensuring that most of them achieve GCE A-level pass grades
- GCE A-level and A/S standards are below average but in line with expectations based on the students' GCSE grades.
- The number of students choosing the subject is very small and this limits the opportunities for discussion and group work.
- Computers are used well to enhance learning, both by the teacher and the students.

### **Commentary**

159. Chemistry groups have been very small for a number of years, making accurate comparison with national standards invalid. In 2003, all the students gained passes at both A and AS level, although there were no A and B grades. However, A level results were in line with expectations based on the students' GCSE grades, although AS level results fell below expectations. These results were a slight improvement on 2002, when four out of five students gained A-level passes and three out of five were successful at AS level. Again, these results were in line with expectations at A-level but below at AS level.

### ***Standards and achievement***

160. Standards seen on the inspection are below average in Years 12 and 13 but students are achieving satisfactorily in comparison with their past results. They understand the basic concepts that underlie the work they have done and they carry out practical work effectively, noting their results carefully. They use computers to analyse and represent their results graphically and they can draw conclusions from the results they have obtained. However, the students in both years are quite passive learners and there is little evidence in lessons of the sort of discussion and debate that often characterises high standards in work at this level. Students do not often volunteer explanations or ask searching questions that show deeper understanding of the topics they have covered. They quite often need prompting from the teacher, for example when naming compounds of a given structure or when deciding on the order of reactions. Nevertheless, students are conscientious and have good attitudes to their work.

### ***Teaching and learning***

161. Both teaching and learning are good. The students bring some positive features to their learning, including conscientiousness, their positive attitudes and their keenness to succeed. However, they are too passive in their learning and do not contribute enough to improve their independence as learners. Students' communication skills are not well developed and some have difficulty expressing their ideas in writing with enough clarity to meet A-level standards. As a result of these factors, their level of achievement is satisfactory rather than good. However, it ensures that most students complete the course and gain the A-level grades that allow them entry to higher education. As a result of staffing problems, both chemistry groups are taught by one teacher. The teaching capitalises on good subject knowledge and experience to plan work that meets the students' needs well, making the most of small group sizes to give individual

help to each student. Very good course materials are provided and the lesson notes are available on computer to ensure that all students have good records of work for revision. Teaching is well planned and builds logically on the students' prior knowledge. The students respond well to this.

162. The teacher has been acting head of chemistry for some weeks and, together with the head of science, has provided good leadership and managed the subject well so that students have not suffered from the staffing difficulties that have recently occurred. The students' work is assessed regularly and they are given predicted grades to encourage them to improve. The use of this assessment data to set targets for learning has been introduced, but is an area that needs further development. The subject was not commented on specifically in the last inspection although the satisfactory results have been maintained whilst major development of the course has taken place. This represents satisfactory improvement.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

Aspect	Year 12	Year 13
Standards	Below average	Below average
Achievement	Good	Good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	Good

### Main strengths and weaknesses

- Students make good progress with their learning because of good teaching.
- Students' excellent attitudes help them to achieve well.
- Only GCE A-level courses are offered which limits the options of some students.

### Commentary

#### *Examination results*

163. Results in the GCE A-level examinations in 2002 were well below average and below average at AS level. In 2003, A-level results improved with more higher grades being attained and students achieved well. AS level results were significantly better with a high proportion attaining the highest grades; this represents very good achievement. The numbers of students choosing ICT has increased in recent years, so that it has become one of the most popular subjects.

#### *Standards and achievement*

164. By the end of Year 13, standards are below average. These students had limited specific ICT teaching in Years 7 to 11. However, because of the meticulously planned course, supportive teaching and students' excellent attitudes they now achieve well. Students understand how to use databases to solve a particular problem. Their knowledge of how to set queries and develop reports from data they have collected is good. However only higher attaining students evaluate their work well and clearly explain how it could be improved. Most students' writing skills are insufficiently developed to do this successfully. Most lessons give students the opportunity to improve these skills by practising examination questions. Year 12 also achieve well. This is especially so for almost half the group who did not take ICT at GCSE level. Most understand the merits and drawbacks of using image libraries to create web pages. However

many do not use specialist terms with real understanding. Their presentations are mostly suitable for purpose and all use ICT well for research.

### ***Teaching and learning***

165. The quality of teaching is good and secures good learning. Lessons are very well illustrated which stimulates good discussion amongst the students. The teacher prompts responses well with challenging questions, that shows very good knowledge of the subject, and ensures that all are involved. Students have a good resource booklet that the school has developed. However, some students depend on this too much and do not research topics sufficiently and develop their own opinions. The teacher is aware of this and is currently using more active approaches to stimulate students' discussion, research and wider reading. Students' numerical skills are developed effectively by using ICT to analyse data. Students receive good assistance from their teacher and their progress is carefully monitored by regular assessments. Relationships are very good. There is a good working atmosphere in lessons with appropriate light touches of humour. Most students complete their ICT courses and many intend to continue with these in higher education.

### ***Leadership and management***

166. Leadership and management are good. The A-level courses are very well organised and backed by good resources that students use well to further their learning.

### **Information and communication technology across the curriculum**

167. Provision for students to use and extend their ICT skills in other subjects is good. Spreadsheets are used well in mathematics to graph a projectile's trajectory and in chemistry to analyse reaction rates. Subjects use the Internet effectively for research. For example, students in modern foreign languages research the history of the European Union and express opinions, in French, on the use of the Internet in modern society. Students use ICT well to present their coursework and assignments in most subjects. Students have good access to computers and they make full use of these. Most are developing as discriminating and competent users of ICT.

## **HUMANITIES**

The focus was on history, but lessons were sampled in geography and sociology.

### **Geography**

168. Standards in Year 13 are below average. In the lesson observed, teaching was good and students learned well. Achievement is satisfactory as students' below average writing skills means their work lacks detail and amplification.

### **Sociology**

169. One lesson was sampled in Year 12. Students were working on the Youth Culture module for the GCE AS-level examination. Students were attaining average standards because of very good teaching, and their own responsible attitudes contributed strongly to their very good achievement. The teacher's challenging questions and carefully modelled presentation of a research study were successful in making students aware of ways in which they could sharpen up their own presentations. By the end of the lesson, they had made very good progress in their learning and both boys and girls could make effective comparisons between the attitudes of different social adolescent groups using appropriate technical terms. Students with English as an additional language achieved as well as other students.

## History

Provision in history is **satisfactory**.

Aspect	Year 12	Year 13
Standards	Below average	Below average
Achievement	Satisfactory	Satisfactory
Teaching and learning	Satisfactory	Satisfactory

Leadership	Satisfactory
Management	Satisfactory
Progress since previous inspection	Satisfactory

### Main strengths and weaknesses

- Standards have recently improved at AS level
- Students' work is marked well so that they know how to improve.
- Students have not yet developed sufficient confidence and skills to work by themselves to improve their learning
- Good resources are provided so that students are made aware of the views of different historians.
- Skills of analysis and extended writing are undeveloped in a number of students.
- Inadequate use is made of regular classroom observation of teaching to ensure consistency of good quality teaching.

### Commentary

#### **Examination results**

170. In the GCE A-level examinations in 2002, standards were very low from a small entry. Students did far worse in history than in their other subjects and worse than in 2000, the previous time students were entered. There was a slight improvement in grades A-E obtained in 2003. There has been no significant difference in the attainment of males and females. AS results for 2002 were below average and none attained A-B. Results in 2003 improved significantly with three of the four students attaining the higher grades and achieving well. Retention rates are good, though from small numbers.

#### **Standards and achievement**

171. Standards in Year 12 are below average. This reflects satisfactory achievement because the attainment of these students on entry to the sixth form was below average. Standards in work seen in Year 13 are below average and better than the 2003 examination results because the current cohort in Year 13 is more able. In Year 13, students are achieving satisfactorily in relation to predictions based on their GCSE results. They have a sound understanding of the main concepts of the periods under study. However, lower attaining students with weaknesses in literacy find evaluation and interpretation of these concepts difficult. They also have difficulty in producing well-structured essays, with well-chosen, supporting evidence, despite helpful guidance from teachers. These skills are more developed in students of higher ability, who also show satisfactory confidence and fluency in expressing their views. This has been promoted, in the best lessons, by the teacher's increasing emphasis on enquiry work, and encouragement of students to work independently, though this is not consistently applied. Students have average skills in numeracy and ICT.

#### **Teaching and learning**



172. Teaching and learning are satisfactory. Teachers use their good knowledge of the subject to plan lessons that offer a range of stimulating activities. Good resources are used to give students an awareness of the views of a range of historians. Thorough marking also provides detailed guidance on how to improve. These good aspects of teaching have helped to raise standards at AS level. There is also more encouragement of independent enquiry than previously reported. However, it is not firmly embedded and some students do not always respond with confidence. Teaching is less effective when the teacher becomes too controlling. Consequently, students are not sufficiently encouraged to challenge each other's thinking, the reliability of sources or to initiate their own ideas for essay work.

### ***Leadership and management***

173. Both leadership and management are satisfactory. The head of department displays some good aspects of leadership. There is a strong commitment to improvement, which has been satisfactory since the last inspection. Resources have improved and examination results have been analysed thoroughly and responded to positively so that AS results have improved. However, monitoring of the effectiveness of teaching is undeveloped, as are clear strategies for promoting students' confidence and skills of independent and analytical enquiry

## **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

Design and technology was not inspected.

174. A Year 13 lesson was, however, sampled in which the teaching was very good. The students' were applying themselves fully to their final practical projects and their attitudes were excellent. Standards of work are in line with the course requirement and the students are achieving well.

## **VISUAL AND PERFORMING ARTS AND MEDIA**

### **Art and design**

Art was sampled in the sixth form.

175. Two lessons were observed and several folders of work were scrutinised. Standards of work seen are below average, but achievement is good in relation to students' prior attainment. Students are challenged by a wide variety of teaching styles and tasks in their examination units. Work is assessed thoroughly and tutorial sessions and time-constrained targets are set telling them what to do to improve. ICT skills for some individuals are very high. Attitudes are very good. Retention on courses is good.

### **Drama**

A Year 13 theatre studies lesson was sampled.

176. In a good lesson, students learned well in acquiring knowledge about their adapted text "After Juliet" and in completing its abridgement for performance. Their positive and independent attitudes indicated effective prior teaching and learning. Standards were below average.

## HOSPITALITY, SPORT AND LEISURE

### Physical education

Physical education was sampled in the sixth form.

177. In a Year 13 lesson, teaching was good with some very good features; most students have a positive attitude, they are achieving well and standards are in line with their predicted grades.

## BUSINESS

### Business studies

Provision in business studies is **very good**.

Aspect	Year 12	Year 13
Standards	Average	Average
Achievement	Very good	Very good
Teaching and learning	Very good	Very good

Leadership	Very good
Management	Very good
Progress since previous inspection	Very good

### Main strengths and weaknesses

- Students' achievement is very good because of very good teaching.
- There is a wide range of courses including very good opportunities for progression 14 to 19 years, but students' choice of course is not always well matched to their needs.
- Students are very well motivated because "real-life" resources make courses relevant and interesting.
- Assessment is very thorough so that students know what they have to do to improve.
- Links with local businesses are the one weak area in an otherwise very good range of resources for learning.
- Sharing good practice in teaching methods is not sufficiently well developed.

### Commentary

#### *Examination results*

178. In 2003 GCE A-level results, students increased the number of higher grades achieved, and there was a significant increase in higher grades in AS in Year 12. Results in the advanced vocational course in 2003 again showed a significant improvement in higher grades. There were no GNVQ distinctions in either year. The proportion of merit passes was higher in 2002 than 2003, but the entry in 2003 was much smaller. There were no significant differences between boys and girls in any of these results.

#### *Standards and achievement*

179. In work seen, standards are average for GCE A-level, AVCE and GNVQ. This represents very good achievement from students' starting points. For example, the great majority of second year AVCE students join the course after first completing GNVQ Year 12, having entered the sixth form with very low GCSE grades. Students on the different courses display strengths in their knowledge of relevant key terminology and theory. Skills in investigation, including the use of ICT, develop well. Using and applying knowledge to case studies is a weaker area because

for example, students describe a theoretical concept rather than apply it to a real life situation. Weaknesses in basic vocabulary limit lower attainers' ability to interpret case study material. Analysis and evaluation are weaker areas except for higher attainers.

### **Teaching and learning**

180. In the great majority of teaching, very good planning ensures that students are constantly challenged to achieve the higher grade requirements of examination courses by developing their literacy skills. Teaching is very effective in consolidating students' numeracy skills through the use of a variety of methods designed to reinforce understanding. ICT is integrated very well into learning both in terms of developing investigation skills and in producing assignments. Students are very highly motivated by high quality resources that enable learning to be constantly reinforced by reference to the real world. Some teaching in individual lessons lacks focus with too great an emphasis on building students' learning gradually at the expense of making an immediate impact on learning.

### **Leadership and management**

181. The department is very well led and managed. The leadership ensures a constant striving for excellence with, for example, very thorough assessment procedures, including students assessing the courses they are taught. Resources development is very good with an emphasis on the "real world", although business links with the local community are a weaker area. A very striking feature is the very frequent use made of contemporary issues by both specialist and non-specialist staff. Students, in turn, are highly motivated, for example in expressing strongly held personal views during an investigation of health and safety issues in the workplace. The very strong collaboration within the department has not, however, addressed sufficiently the sharing of good practice in teaching methods that have the greatest impact on learning. The department offers a very good range of courses although choices made by individual students is not always best matched to needs. Improvement from the last inspection is very good, particularly in terms of students' achievement and the standard of teaching.

## **HEALTH AND SOCIAL CARE**

Overall the quality of provision in health and social care is **good**.

Aspect	Year 12	Year 13
Standards	Above average	Average
Achievement	Good	Very good
Teaching and learning	Good	Good

Leadership	Good
Management	Good
Progress since previous inspection	N/A

### **Main strengths and weaknesses**

- Teaching and learning are consistently good and the subject is managed well.
- Achievement overall is good; for AVCE students it is very good.
- Relationships between students and with their teachers are very good.
- Links with local service providers are good and add a valued practical experience for students.
- There is currently insufficient emphasis given to the development of an independent approach to learning for some students.

## **Commentary**

### ***Examination results***

182. Results in 2003 in the GNVQ intermediate level examination were in line with the average of previous years. In the AVCE examination, similar results were attained in relation to past years. This represents good achievement after one year for intermediate students and very good achievement over two years for advanced students. The starting point for most students was below average and for advanced students well below average.

### ***Standards and achievement***

183. In the work seen, standards in Year 12 are above average at this stage of the course, reflecting good achievement. Work already assessed shows that some students are already working towards merit grades in the GNVQ intermediate course. The written work is of a good standard and indicates that most have a good understanding of early developments in childhood and of the needs of older people. Standards of literacy show clear improvement and skills in word processing are well developed and enable all students to present accurate and completed work. The needs of students with English as an additional language are very well catered for and good progress has been made in a relatively short time. For example, a student who entered the school at age 16 and achieved no GCSE higher grades, reached merit standard in the GNVQ intermediate examination. In Year 13, standards are average, although a minority of students are attaining higher than average standards. Most students are on target to reach at least a pass grade in AVCE from a starting point for most of well below average points scores in GCSE examinations; this reflects very good achievement. Among this group, for example, many discuss maturely and with confidence, attitudes to alternative treatments.

### ***Teaching and learning***

184. Overall, the quality of teaching is good, but most lessons contain very good features. This leads to students learning and achieving well, and in the case of Year 13, very well because they bring such positive attitudes to their work. A range of specialist teachers contribute most effectively to the variety of units studied in the health and social care courses. All know the subject very well and all teach in a sensitive and effective manner. This ensures that the personal and social skills of all students are developed as an integral part of the courses. It builds confidence and encourages students to share their values and attitudes together with each other and with the teachers. The teachers use a wide variety of teaching styles equally effectively, though there needs to be a greater emphasis placed on the development of independent learning in the earlier part of the courses. The styles of teaching are valued by the students. They respond eagerly and positively and very good relationships have been successfully built and this has a clear impact on learning. Good opportunities exist for practical experience in the work place and there are strong links with local service providers for example, the fire service, police service, education and care for the elderly.

### ***Leadership and management***

185. The courses in health and social care are well managed and the team is well led. Assessment procedures are thorough and promote improvement. This ensures that all students know what to do to improve in order to reach higher standards. The subject is successfully offered in the sixth form and provides a curriculum opportunity in a vocational area and, for some students, access to higher education. There is, however, currently no lead into the subject area for students in Years 10 and 11 other than in GCSE child development. The closure of this gap in the 14-19 years continuum is planned in order to increase the number of students following this vocational strand and their receiving a better preparation for higher level accreditation.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
<b>The overall effectiveness of the sixth form and the school</b>	<b>4</b>	<b>3</b>
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	4	4
Cost effectiveness of the sixth form / value for money provided by the school	5	4
<b>Overall standards achieved</b>		<b>5</b>
Students' achievement	3	3
<b>Students' attitudes, values and other personal qualities</b>		<b>3</b>
Attendance	4	6
Attitudes	2	3
Behaviour, including the extent of exclusions	2	4
Students' spiritual, moral, social and cultural development		3
<b>The quality of education provided by the school</b>		<b>3</b>
The quality of teaching	3	3
How well students learn	3	3
The quality of assessment	3	3
How well the curriculum meets students needs	5	5
Enrichment of the curriculum, including out-of-school activities		4
Accommodation and resources	4	4
Students' care, welfare, health and safety		2
Support, advice and guidance for students	3	3
How well the school seeks and acts on students' views	3	3
The effectiveness of the school's links with parents		4
The quality of the school's links with the community	4	4
The school's links with other schools and colleges	4	4
<b>The leadership and management of the school</b>		<b>4</b>
The governance of the school	5	5
The leadership of the headteacher		3
The leadership of other key staff	3	3
The effectiveness of management	4	4

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

