

## **Post Publication Addendum to Inspection Report**

**School:** Longcroft School and Performing Arts College

**Headteacher:** Mrs L. R. Hughes

**Registered Inspector:** Mr W Baxendale

The Registered Inspector issued this addendum following a complaint by the school

### **Addendum to PART A SUMMARY OF THE REPORT**

**under the heading:** The school's main strengths and weaknesses are

The statement:

Achievement is unsatisfactory in mathematics, information and communication technology (ICT), French, German, Spanish and religious education.

should read:

Achievement is unsatisfactory in mathematics, information and communication technology (ICT), French, German and Spanish.

### **Under the heading: IMPROVEMENTS NEEDED**

The statement:

- Concentrate on raising standards and the quality of education in mathematics, ICT, French, German, Spanish and religious education.

should read:

- Concentrate on raising standards and the quality of education in mathematics, ICT, French, German, and Spanish.

### **Under the heading: THE SIXTH FORM AT LONGCROFT SCHOOL AND PERFORMING ARTS COLLEGE**

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

English language and literature – The judgment opposite this subject should read *very good*

**(Italics represent change in current report text.)**

**In paragraph 47 of the main report:**

The term "laboratory assistant" should read "*technician*"

**Under the subject heading of Religious Education above paragraph 111 should read:**

Provision in religious education is *satisfactory*

**(Italics represent change in current report text.)**

In the visual and performing arts section following paragraph 126 the following text should be added:

Drama and dance, within performing arts, were also sampled in depth. Reflecting the school's specialist status, achievement is good in these subjects and there are good improvements since the previous inspection. GCSE results in drama are, for example, above average, because good teaching and management produce keen responses from the pupils who discuss issues maturely and with real understanding. Dance is a comparatively recent innovation in the performing arts. It is well taught and pupils benefit also from occasional expert inputs from professional dancers; these raise standards. Results are also above average.

Between paragraphs 135 and 136 the first table headed ***Level 3 GCE AS level courses*** should be deleted

## INSPECTION REPORT

**LONGCROFT SCHOOL AND PERFORMING ARTS  
COLLEGE**

Beverley

LEA area: East Yorkshire

Unique reference number: 118073

Headteacher: Mrs L Hughes

Lead inspector: W K Baxendale

Dates of inspection: 8<sup>th</sup>-12<sup>th</sup> December 2003

Inspection number: 259264

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

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

*Pupils in Years 7 to 9 are at **Key Stage 3**, having transferred in most cases from their primary schools at the end of **Key Stage 2** after Year 6. Pupils 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. Pupils 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 pupils and students of all ages at school.*

*At the end of Year 9, pupils 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 pupils know, understand and can do at age 14. At the end of Year 11, pupils 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. Some students may also take Advanced Extension Awards (**AEA**).*

*Inspectors judge the **standards** reached by pupils by comparing their attainments with national test and examination results, or by the levels of performance expected for pupils of the same age nationally. The pupils' **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 with a comparable proportion of pupils eligible for free school meals.*

## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Community
Age range of pupils:	11 - 18 years
Gender of pupils:	Mixed
Number on roll:	1590
School address:	Burton Road Beverley East Riding of Yorkshire
Postcode:	HU17 7EJ
Telephone number:	01482 862171
Fax number:	01482 862872
Appropriate authority:	The Governing Body
Name of chair of governors:	David Wigley
Date of previous inspection:	11/5/1998

## CHARACTERISTICS OF THE SCHOOL

Longcroft School is a much larger than average, over-subscribed comprehensive community school educating 1590 boys and girls in the 11-18 age-range. The figure includes 235 students in the sixth form. The school has specialist performing arts college status. It also has an Investor in People award; a National Curriculum award; a Commitment to Careers award; an Artsmark (Gold); a Sportsmark and a Healthy Schools award. The pupils' standards on entry are above average. They come from just above average socio-economic circumstances. Very nearly all pupils are from a white British background. There is a below average entitlement to a free school meal and the incidence of pupils with a mother tongue believed not to be English is very low. A below average proportion of the pupils is on the school's special educational needs register, but an average proportion has a statement of special educational need, mainly for dyslexia. A very small number has social, emotional or behavioural difficulties. Pupil mobility is very low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
02928	W K Baxendale	Lead inspector	
12775	J Goodchild	Lay inspector	
30699	A Kemp	Team inspector	Mathematics
03943	D Innes	Team inspector	English, Special educational needs, English as an additional language
27050	V Blackburn	Team inspector	Science
30046	R Parker	Team inspector	Information and communication technology
15940	N Godfrey	Team inspector	Art and design
22524	S Innes	Team inspector	Design and technology
22590	R Castle	Team inspector	Geography, Citizenship
31191	D Sylph	Team inspector	History
17404	J Tolley	Team inspector	French, German, Spanish
31705	J Mason	Team inspector	Music
23268	K Corrigan	Team inspector	Business studies
30072	J Edwards	Team inspector	Physical education
02628	J Skivington	Team inspector	Religious education
12985	S Jeffray	Team inspector	Dance

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

Longcroft School and Performing Arts College is **not effective enough**. Although it has numerous good features and provides an acceptable quality of education, the school has serious weaknesses. Governors' and leadership's attempts to put right the weaknesses they have identified have not had enough impact. A very large turnover of staff, a poor timetable and split site are significant barriers to achievement. Leadership is satisfactory, but management systems are unsatisfactory. Provision is good in several subjects. Provision in several other subjects is unsatisfactory. Sixth form provision is good. Teaching and learning are unsatisfactory in Years 10 and 11 and too many pupils underachieve. The school is well regarded by pupils, students and nearly all parents. Taking standards, the quality of education and the above average cost of educating pupils into account, the school provides **just satisfactory value for money**.

The school's main strengths and weaknesses are:

- Teaching and learning are unsatisfactory and improvement planning is not focused enough on helping pupils to learn well.
- Achievement is unsatisfactory in mathematics, information and communication technology (ICT), French, German, Spanish and religious education.
- Achievement is good in English, design and technology, physical education, art and design, the performing arts, (dance and drama especially).
- Pupils' spiritual, moral, social and cultural development is very good; their attitudes are good.

The school has not made enough progress since its previous inspection, but it is better placed to go forward than at any time since then because it is better staffed and is planning well to raise standards. However, examination results have deteriorated. Important parts of the previous inspection findings remain to be tackled: there is a lot to do on further refining assessments to improve pupils' learning. School planning now has success criteria written in, the libraries serve pupils' needs much better and religious education and teachers' appraisal satisfy requirements. The sixth form results have consolidated and progress in this section of the school has been good.

### STANDARDS ACHIEVED

Performance compared with:		all schools			Similar schools
		2000	2001	2002	2002
Year 11	GCSE/GNVQ examinations	C	C	D	E*
Year 13	A/AS level and VCE examinations	n/a	A	A	

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average - E\* in the lowest 5 percent nationally.*

*For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.*

**Achievement is unsatisfactory.** Standards are below average compared with all schools nationally; this represents unsatisfactory achievement because the standards of 11 year-olds, starting at the school, are above average. The pupils' skills in writing, talking, reading, using mathematics and ICT are well up to what is expected, but the demands made upon them lack consistency. High attainers do well, as do those with special educational needs who receive effective extra help with their studies. It is the middle and lower attainers who achieve least well. There is a downward trend in GCSE results since the previous inspection. In 2003, pupils did much worse than they should have. Compared with similar schools, average point scores were in the lowest 5 per cent nationally in 2002; they fell in 2003; this represents very poor achievement for those pupils. There are green shoots: GCSE results in English, design and technology and physical education are above average. Results in the 2003 national tests for 14 year-olds were an improvement. Overall they were just above the national average, but point scores were well above average because higher Level 6 and above results pulled them up, showing how well high attainers do. The performances of boys and girls are closer than they are nationally.

Up to 2002, GCE A-level results have been consistently well above average. Male students' grades matched the top 25 per cent of all schools for the last two years, and female students improved from the top 40 to the top 25 per cent of all schools. Results fell back a little in 2003. Students achieve well and they have good key skills.

**Pupils' attitudes and behaviour are good. Pupils' spiritual, moral, social and cultural development is very good.** Courtesy, respect and good working relationships are features of the school. The many opportunities to partake in the communal life of the school are grasped readily and many study visits help to reinforce learning. Sixth form students play full parts in the school; their very good attitudes are a model for younger pupils. **Attendance rates are satisfactory**, but too much time off impairs achievement for some in Years 9 to 11. Unpunctuality is a problem.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.** The school is providing an acceptable education, but there are serious weaknesses because of inconsistency in quality. Good provision in English, design and technology, art and design, the performing arts and physical education contrasts with unsatisfactory provision in mathematics, ICT, French, German, Spanish and religious education.

**Teaching and learning are unsatisfactory.** A poor timetable and the split site compound staffing problems. Checks on quality lack sufficient focus on how well pupils are learning. Too many teachers have still not adapted, as well as the school wishes, to catering for the different ways in which pupils learn. About half of the teaching in Years 7 to 11 lacks enough challenge to raise achievement; pupils are aware of this and want something done about it. On the other hand, there is some very good teaching and learning, especially in subjects where pupils do well. Teaching and learning are also good in the sixth form; students use many relevant sources of information from which to learn. They are encouraged to think deeply and to discuss issues thoroughly, so they do well. Assessment is good in the sixth form, but assessment is unsatisfactory in the main school. The pupils are not made aware strongly enough of how they are doing and what they should do to improve, especially in the weaker subjects. The school still has a way to go before teaching, learning and assessment bring all pupils' achievements up to satisfactory levels.

**There is a good, broad curriculum and a good choice of sixth form subjects.** The curriculum caters well for the needs and wishes of the full range of pupils, with some interesting collaborative pre-vocational work with local further education and industrial providers. Care, guidance, welfare and support are satisfactory. Form tutors know their classes well and they now provide an extra checking service on how pupils are doing, although the time for this is a bit short. Pupils feel very safe in the school. The school council plays an important role and there are big improvements in the way pupils' voices are heard.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is satisfactory. Governance is satisfactory. Management is unsatisfactory** because achievement is too low, and appropriate steps to raise standards are not effectively checked upon. The headteacher inspires respect from her staff and she has planned carefully to stem decline, so far without sufficient success. Timetable inefficiencies, the split site and staffing upheaval are all barriers to learning that have an adverse effect on achievement. The governors have supported the headteacher unerringly, but their attention has not been strongly enough focused on why pupils' learning is often unsatisfactory. Governors fulfil most of their statutory duties, but have not been able to provide a daily act of collective worship, despite relevant attempts to do so.

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

Parents' views of the school are satisfactory. They hold the school in high regard, many sending their child to the school because of the recognised quality of arts education. Parents are not satisfied with information evening arrangements. Links with other schools and the community are very good. Parents like the school, they think it gets their child to work hard and to do his/her best. Fair treatment is seen as a strong feature of a school in which they think their child is making good progress. Some reservations were expressed about the way they received information. Behaviour was a main area of concern; inspectors found no grounds for this apprehension during the inspection. Quite low proportions said that teaching was good: staff turnovers were their justified concerns. Pupils clearly enjoy school life, they think the school is well run and that they are trusted. Reservations are expressed on behaviour and homework; assessment causes concern for a number.

## **IMPROVEMENTS NEEDED**

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

- Improve the operation of lines of responsibility and the rigour and direction with which the school checks its own performance.
- Concentrate on raising standards and the quality of education in mathematics, ICT, French, German, Spanish and religious education.
- Identify and do something about the weaknesses in the ways teachers help pupils to learn.
- Concentrate on getting too frequent absentees in Years 9 to 11 to attend more regularly.

and, to meet statutory requirements:

- Make suitable arrangements to provide a daily act of collective worship.

## THE SIXTH FORM AT LONGCROFT SCHOOL AND PERFORMING ARTS COLLEGE

A larger than average sixth form catering for 235 students

### OVERALL EVALUATION

The sixth form provides a **good** education, and provides **satisfactory value for money**. Teaching is good; it helps students to progress rapidly as soon as they start their courses. Students show impressive maturity, both in their contribution to school life, and in their good thinking and learning skills. Their independence and self-motivation help them to reach high standards. The high standards at the previous inspection have been effectively consolidated.

The main strengths and weaknesses are:

- Results in examinations are consistently well above average, and students achieve well.
- Students show very good attitudes and personal development.
- There is a good range of courses to meet the needs of a wide spectrum of students' interests.
- Some of the courses are only available after the end of the normal school day.
- Key skills are effectively developed and assessed across most subjects

### 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 language and literature	Provision in English is <b>good</b> . Students achieve high standards. Teachers have very good subject expertise and the quality of discussion among students and with teachers is very good.
Spanish	Provision in Spanish is <b>unsatisfactory</b> . Standards are below average and represent underachievement. Teaching is satisfactory in individual lesson but lack of co-ordination and continuity severely hamper learning over time.
Mathematics	Provision in mathematics is <b>good</b> . Standards are above average as a result of good teaching. Leadership is good.
Science - Biology	<b>Good</b> . Students learn well and achieve satisfactorily because good teaching allows them to develop independence as learners. Leadership is good.
Humanities - History	Provision in history is <b>good</b> . Standards are above average and students achieve well. The quality of teaching and learning is good and the subject is well led.
Graphics	Provision in graphics is <b>very good</b> . Students achieve well and reach high standards because of very good teaching. There are very good relationships and the subject is very well monitored.
Art	Provision in art is <b>very good</b> . Standards are above average and achievement is good because of very good teaching and pupils' very good attitudes.
Music	Provision in music is <b>good</b> . Standards are above average because of good teaching, the range of enrichment opportunities and the very good attitudes of the students. Leadership is good.
Dance	Provision for dance is <b>good</b> . Standards are average. Achievement is good because of good teaching by a good role model.
Business	Provision in business studies is <b>good</b> . Teaching is satisfactory overall, but very good individual guidance is helping students to achieve well.

*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**

Students are well prepared before they choose their courses, and are well supported once they begin. Within lessons, teachers make clear links between the study methods that they are currently using and opportunities to develop the study further in higher education. Teachers give good guidance about the quality of students' work, and how they can improve it.

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

Leadership of the sixth form is **good**. A recently appointed manager has shown a clear vision of how the sixth form should develop. She has put very good systems in place to monitor students' progress, making good use of available data. Management is satisfactory because there has been some resistance to change, which has reduced the effectiveness of the systems.

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

Students in Year 13 are very satisfied with provision in the sixth form. They appreciate the range of teaching styles, and they know how well they are doing. Students in Year 12 are also very happy with the range of courses and the way that they are taught. They were concerned about disruption of their courses because teachers are leaving the school in the middle of the year.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in subjects and courses**

Standards are **average**. Trends in results over time are **unsatisfactory**. Achievement is **unsatisfactory**.

Since the previous inspection, the attainment of 11 year-olds starting the school has been above average and rising. The 2003 just above average national test results for 14 year-olds show some added value (see page 3) in Years 7 to 9. At the same time, virtually static, below average GCSE point scores indicate very substantial underachievement. In Years 10 and 11, pupils did nowhere near as well as their previous work suggested they should. The value-added was in the lowest 5 per cent nationally compared with similar schools. Inspectors' findings show unsatisfactory achievement. There are too many variations; the pupils do well in some subjects, but fail to do so in others. High and low attaining pupils do best, both achieving well compared with how they were doing on admission. Boys' performance is much closer to that of girls than is the case nationally.

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

- Standards have been badly affected by staffing problems.
- Standards and results are too low in mathematics, ICT, Spanish, French and especially German; and religious education.
- The latest 2003 GCSE results in English literature, English, drama, physical education and design and technology were all at least above average, with good improvements since the previous inspection.
- Achievement is unsatisfactory.

#### **Commentary**

1. Upheaval caused by staffing changes (one-third of the teaching staff has left in the past two years), recruitment problems and by a weak timetable, undermines standards. Well-construed attempts to improve provision have, so far, failed to bring about improvement. At the time of the previous inspection, 16 year-olds' standards were reported to be rising at an above-average rate; in too many cases, they are now going backwards compared with national patterns; a serious weakness, because above average standards on admission are higher now than they were then.
2. Standards in this school are very like the proverbial curate's egg; some are good, but others leave much to be desired. Reasons for the discrepancies lie firmly with the school management's inability to get everyone pulling together, despite very clear attempts to get them to do so. Thoroughly debated and conducted in-school mini-inspections of subjects have had some success, but a lack of rigour and system in holding managers to account mean deficiencies in learning have not been picked up. It is too early to evaluate the revised, now senior management contributions of former heads of subjects, but the governors are aware of the urgent need to do so.
3. The best improvements among pupils taking national tests for 14 year-olds are in English, where boys make better progress than girls. In lessons, boys often tend to dominate the proceedings and do better than the girls. Mathematics and science results are lower now than at the time of the previous inspection though there are signs of improvement. The 2003 results of tests for 14 year-olds were just above average compared with all schools nationally. Average point scores were well above average because higher attainers' results pulled them up; the school added real value for higher attaining pupils. Compared with similar schools, the proportions reaching Level 5 (the one expected) or better were below average in English and

mathematics and well below in science, yet the proportions reaching higher Level 6 and above were above average in all three subjects. The pattern again shows how well higher attainers do, even though they are sometimes not stretched enough in lessons. It is in the middle and lower attaining groups that underachievement is most often found.

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

Standards in:	School results	National results
English	34.8 (33.6)	33.3 (33)
Mathematics	37.1 (36.0)	34.7 (34.4)
Science	35.3 (34.3)	33.3 (33.1)

*There were 266 pupils in the year group. Figures in brackets are for the previous year*

4. The 2003 examination results at the end of Year 11 showed very good achievement by pupils with special educational needs, particularly by those with the benefit of statements of need. Pupils on the register of special educational need exceeded expectations based on standards reached when they entered the school. Otherwise, the 2003 GCSE results were disappointing from any other point of view; average point scores were well below what they should have been.
5. It is mainly, but not only, middle-attaining pupils who lose out; their low performance is a main reason for the school's unsatisfactory showing in GCSE. The school has concentrated on helping projected GCSE grade D candidates to obtain C grade passes, but the need is wider; it relates to the quality of pupils' learning, which too often lacks the stimulus of good enough teaching. The school has not met its realistic targets either for test results for 14 year-olds or for GCSE point scores.
6. Standards in subjects related to the school's specialist status are generally higher than average. GCSE results in dance and the pupils' good achievements arise from some very committed, good teaching. In drama, standards are above average because good management makes coherent demands to which pupils respond and do well. Music is popular, but standards are no better than average, because the different parts of the course are not sequenced well enough.
7. Standards in other subjects are very closely related to the quality of teaching and learning that affects achievement. The clear successes of English and design and technology stem from an established uniformity of purpose and practice, with pupils' learning and achievement the only focus. Because the pupils know what they are doing and why, because they know what to do to improve, and do so, achievement is good and above-average results show what pupils are capable of. The very good leadership in physical education only countenances success: the pupils rise readily to this and produce spectacular results.

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

	School results	National results
Percentage of pupils gaining 5 or more A*-C grades	45.8 (47)	50 (48)
Percentage of pupils gaining 5 or more A*-G grades	91.6 (89.2)	91 (91)
Percentage of pupils gaining 1 or more A*-G grades	97.2 (93.6)	96 (96)
Average point score per pupil (best eight subjects)	35.9 (36.5)	39.8 (n/a)

*There were 252 pupils in the year group. The percentages include the equivalent GCSE grades obtained in GNVQ assessments. Figures in brackets are for the previous year.*

8. Average standards are not good enough in this school, not only because pupils' attainment on entry is above average, but their attitudes to learning are so good, too. Inspection evidence

shows much room for improvement in mathematics; French, German and Spanish; ICT; and religious education, where standards are too low (German results fell sharply to very low in 2003). A common thread of unsatisfactory management runs through these subjects. Replacements have been made in languages and mathematics, but it is too early to gauge the effects. The school has appointed several other new heads of subject in its attempts to raise standards. Indications are that standards in science, for example, are beginning to rise.

9. Pupils have the basic skills to help them to achieve better than they do. Their literacy standards are good. They speak, write and read well. The quality of classroom discussions is often high, when good teaching promotes it. Pupils are able to use mathematics satisfactorily to help them learn and they are adept in the use of ICT as an aid to learning. Main barriers to achievement lie in teachers' often too-low expectations and in the quality of learning.
10. Written work is satisfactory in Years 7 to 9. Its quality reflects the standards pupils achieve in different subjects. Writing is good in English and, in subjects such as history, higher attainers produce some exceptionally detailed, analytical writing. In design and technology they show a good range of learning skills through their projects. There is, however, much evidence in several subjects of pupils not being stretched enough with, among middle and lower attainers, too many gaps and evident uninterest in what they are doing.
11. Written work in Years 10 and 11 has a similar pattern. High attainers produce some very good work, but often there is under-expectation, for instance with too little extended writing. Pupils are asked to make too many copied notes, especially in religious education, and work in geography does not require enough in-depth analysis of data.
12. Whilst indications are that results will improve in the next year's round of examinations, pupils' achievement remains unsatisfactory. Achievement trailed behind teaching and learning quality in lessons and in the scrutinies of written work. There are big variations between subjects, and underachievement is widespread in recorded inspection evidence. This is not only a legacy of the recent upheavals that have caused some pupils to lose faith in some subjects, but also of teaching that fails to stimulate interest sufficiently. It is especially noticeable in Years 10 and 11 where sixty per cent of lessons had pupils whose achievement was no more than satisfactory and thirty per cent of lessons were recorded as unsatisfactory. Only in Year 8 and Year 13 did inspectors find no unsatisfactory achievement. The proportions achieving very highly are disappointingly low.

### The sixth form

Examination results have been consistently **well above average** and students' achievement is **good**.

### Main strengths and weaknesses

- A-level results have been consistently above average over the past years, although there was a fall in 2003.
- Achievement is good.
- Above average standards among students in the sixth form suggest that results will be at least on a par with those of the recent past. Students' command of key skills is good.
- Students do well in general studies.

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

	School results	National results
Percentage of entries gaining A-E grades	90 (98.3)	n/a (94.8)

Percentage of entries gaining A-B grades	57 (49.4)	n/a (39.4)
Average point score per student	263 (298.1)	n/a (263.3)

*There were 97 students in the year group. Figures in brackets are for the previous year*

13. The school recruits just over forty per cent, which is quite low, of each Year 11 into its sixth form. This percentage is, in the main, high attainers who subsequently achieve well and obtain some well-above average results. There are two students with special educational needs in the sixth form.
14. In distinct contrast to GCSE results, students' average A-level point scores have been well above average over the past years, although there was a fall to about the previous published national average in 2003. Inspection evidence suggests that results will continue to be above average. Surrendered A/S level results have also been above average, with particularly high results in ICT and psychology in 2002. A/S results in general studies were also well above average, showing students to be good all-rounders. Students also obtained above average results in vocational courses in the same year.
15. Students are well equipped with the key skills needed to do well in sixth form courses. They are eloquent, able to debate and argue points very deeply. They defend an argument and criticise others' points of view constructively, often drawing on wider reading in which they have engaged. Such debates arise from lessons in which the sensitive teaching makes them flourish. Occasionally, the students' knowledge and facility with words outstrips the teachers'; they show remarkable patience in such situations. Well put together written work shows good use and interpretation of sources of information. For example, good use of ICT research helps to raise standards. Students communicate well in writing, show they think deeply and explore ideas at above average standards. Similarly, the parts students play in working with younger pupils help their maturity.
16. The good quality of teaching and learning is one of the main reasons for much better achievement in the sixth form. Good assessment also helps; it is much more effective in raising standards than in Years 7 to 11. Not only subject teachers, but also tutors, arrange productive sessions in which students are held to account on, for example, how they are doing or how they are preparing for entry to higher education; this helps to raise standards. They find this extra interest taken in them very helpful. Students are equipped well for their next stages, mainly in higher in education.
17. Girls achieve slightly better than boys, but, in comparison with how the genders do nationally, they are both in the top twenty-five per cent. In class, boys still tend to dominate, but very nearly all students have mature attitudes to work that help them achieve well. The biggest difference between GCSE and A-level is in mathematics, where standards and achievement are good in the sixth form. Students are, for instance, able to explain their workings using relevant vocabulary, solve problems and talk well about work they have done before.
18. The effects of staffing upheaval and weak timetabling are felt less strongly than in Years 7 to 11, although sixth form standards are affected adversely by, for example, four different teachers contributing to the teaching of a single course in Spanish. A succession of too many different teachers for achievement to be as good as it should affects an English course.

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

Pupils' attitudes towards school and their work are **good**. Attendance rates are **satisfactory** but punctuality is **unsatisfactory**. Behaviour is **good**. Spiritual, social, moral and cultural development is **very good**.

## Main strengths and weaknesses

- Pupils' good attitudes contribute significantly to the standards they achieve.
- Working relationships and the behaviour of pupils, both in lessons and around the school, are good.
- Many pupils are involved in school performances and out-of-school sports events.
- Pupils are enterprising and willing to accept responsibility.
- The spiritual, moral and social development of pupils and students is very good.
- A significant number of pupils in Years 9 to 11 have attendance levels below 90 per cent.
- Many pupils fail to arrive punctually, so lessons often start late.
- Too many teachers fail to capitalise on pupils' positive attitudes and stimulate in them a desire to learn.

## Commentary

19. The attitudes of pupils towards their learning are good. Pupils are courteous to each other and visitors. Working relationships between pupils and with staff are based on mutual respect and are a significant feature of the school. Pupils respond well when high quality teaching motivates them, but, in too many lessons, teachers fail to stimulate an enthusiasm for learning and pupils underachieve, although attitudes and behaviour remain positive. A few pupils fail to engage in lessons and behave inappropriately. Systems to prevent their misbehaviour disrupting the learning of others are followed by most, but not all, members of staff. The rate of exclusions is about average; it is falling this year. The pupils sampled in the questionnaire were concerned about the standard of behaviour within the school, and that staff did not always treat them fairly and with respect. Inspectors found no evidence to support their concern in the latter case.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Chinese
Any other ethnic group
Parent/pupil preferred not to say

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
1528	83	1
12		
1	2	1
2		
1		
1		
45		

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

20. Pupils are willing to be enterprising and accept responsibility. Many take part in school performances, and represent the school in external sports competitions. The school and year councils provide a forum that encourages all pupils and students to play an active part in developments that affect the school community; they have instituted several good changes in school. Sixth form students, who provide very good role models and guidance for younger pupils, chair the main council. Year councils meet regularly but Year 7 pupils reported that they had not received any information about the business discussed, or their views sought, so far. Both young sports leader award and community sports leader award courses make a significant contribution to pupils' confidence and self-esteem.

21. The school's provision for personal development by promoting spiritual, moral, social and cultural development is very good. In departments, the policy to integrate these values into teaching is inconsistent and no audit of provision has been made, but there is a very broad range of high quality initiatives in both curricular and extra-curricular areas.
22. Pupils' spiritual awareness is good. It is highlighted in assemblies, which are reflective and give pauses for prayer. This is followed up in religious education, which develops respect for Christian and other religious beliefs, and through the active Christian Union. Through work in the arts particularly, pupils develop a clear belief to which they can aspire. This was vividly exemplified in the school production, where over one hundred pupils gave several times as many of their peers and friends an experience at which to wonder and admire. Creativity is very well promoted in the arts and in design and technology.
23. Pupils are very well aware of right and wrong actions and have a very clear understanding of what is expected of them. In helping to draw up the aims of the school, pupils have reflected on principles that affect the life of the whole community. In citizenship, they discuss maturely issues such as racism, prejudice and sexuality. Substantial charity work follows thorough consideration of the ethical issues underpinning the various charities. Those in need locally, such as people in residential care, are also well supported through initiatives in the arts. The school ensures that pupils with special educational needs know that they are valued so that they gain in confidence and take pride in their successes. Increased confidence produces increased achievement.
24. Most teachers give freely of their time to support the aspirations of the pupils through well-attended supplementary activities, and so provide role models that support pupils in developing open and honest relations with their teachers and peers. Pair and group work in lessons is done responsibly. Activities, such as team sports and large musical ensembles, foster a real sense of community.
25. Pupils' cultural awareness is very good. There is a very good range of visits locally and to Europe, including the biennial orchestral tours, trips to historical sites and cultural exchanges in modern languages. Initiatives, such as a Comedy Festival, dance workshops, master classes and the housing of the East Riding Music Centre, make the school a cultural focus point for the community. Pupils are aware of their own cultural heritage and that of others. They demonstrate in many subjects, most notably art and history, a sound knowledge of other cultures. Extra initiatives are planned, such as a residency in music, to develop further an understanding of the rich variety of different cultures and traditions that exist in this country. Many of these are performing arts college initiatives.
26. Attendance is in line with the national standard for all schools and is satisfactory overall. There have been significant improvements as a direct result of the governors' attention to means of raising attendance rates. Nonetheless, over one-quarter of all pupils in Years 9 to 11 have unsatisfactory attendance levels, which contribute towards underachievement in examinations.

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

Authorised absence	
School data	7.0
National data	7.2

Unauthorised absence	
School data	0.4
National data	1.8

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

27. One member of the science department has devised a system that enables him to track pupils' achievement against their predicted GCSE grade and how attendance levels affect GCSE performance, but this degree of close monitoring and analysis is not evident throughout the school. Systems to monitor and identify pupils whose attendance is causing concern have been put in place but they lack rigour and are insufficiently monitored by senior staff. A significant minority of pupils arrives late for morning registration and these pupils do not always record their arrival. Lessons frequently start late because pupils have to travel between two sites. A lack of urgency on the part of some pupils aggravates the situation.

### **The sixth form**

The attitudes and behaviour of students in the sixth form are **very good**. Students' attendance and punctuality are **satisfactory**.

### **Main strengths and weaknesses**

- Students' very good attitudes raise standards and achievement.
- The very good role models that students present help younger pupils.

### **Commentary**

28. Students have very good attitudes to their studies; they work hard to achieve the examination grades they need to further their career aspirations. They provide very good role models for younger pupils by acting as head boy and girl and chairing the school council. Some students also help in lessons in the main school and, on occasions, mentor pupils who are experiencing difficulties with their studies. The attendance and punctuality of students is satisfactory. Effective new systems have been successfully introduced to monitor attendance and punctuality this year and there are improvements as a result.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **satisfactory**.

The school is providing an acceptable quality of education, but there are serious weaknesses because there are too many discrepancies. Good provision in English, design and technology, art and design, drama, dance, music and physical education, contrasts with unsatisfactory provision for 11 to 16 year-olds in mathematics, French, German, Spanish, ICT and religious education. The quality of teaching and learning is satisfactory in Years 7 to 9 and good in the sixth form; it is unsatisfactory in Years 10 and 11. There is a good, broad curriculum and a wide range of subjects in the sixth form. The uptake in a wide range of both cultural and sporting enrichment activities is very good.

## Teaching and learning

The quality of teaching is **unsatisfactory**. The quality of learning is **unsatisfactory**. Assessment is **unsatisfactory**.

### Main strengths and weaknesses

- Too many teachers have not adapted the way they teach to help pupils to learn better.
- Nearly half of all teaching and learning in Years 7 to 11 lacks the sparkle and challenge to raise achievement.
- There are examples of some teaching and learning of the highest quality.
- The school has done a lot to try to improve teaching quality, but its work has not focused enough on learning.
- The best teaching and learning mirror very closely the subjects where achievement is best and standards are highest.
- Assessment practice lacks uniformity. Pupils do not always know clearly enough how they are doing or what they need to do to improve.
- The weak timetable has thrown up too many instances of classes being taught by more than one teacher.

### Commentary

29. The same barriers that affect achievement adversely apply to teaching and learning, which are unsatisfactory. Since the previous inspection, the school has worked hard to improve teaching quality in line with a national strategy to raise standards in the early years of secondary schooling. However, some teachers of long standing have found the changes hard. In interview, Year 9 pupils alerted inspectors to their perception that too many teachers in the school didn't realise that pupils learn in different ways, insisting, however, this had to change. Inspectors agree with the pupils' thoughts that there is too much colourless teaching.
30. It was only at the start of the autumn term 2003 that staffing stabilised. Upheaval brought recruitment problems and wide use of temporary teachers, some of whom reportedly had difficulties. As a result, some newly qualified teachers now work with classes ill disposed to learning because of their previous experiences. These new teachers have the steel to win, although their teaching is sometimes unsatisfactory; management systems have not helped them overcome the challenges they face.
31. The weak timetable has created too many classes with two or more teachers in numerous subjects; this makes continuity in learning very difficult. Pupils in an examination mathematics class, for example, found the lesson satisfactorily taught, but invited the inspector to their next day lesson, taught by a different teacher, to appreciate the full picture, which they found far from satisfactory. Inspection evidence showed their concern to be well founded. Fortunately, the pupils' attitudes to learning are good, so most overcome local obstacles and work well and hard.
32. The split site militates against coherence. Frequent long walks improve pupils' fitness but undermine learning because of lateness to lessons. Some history teaching fails to excite learners and does not match that championed by the head of subject, who works full-time in one building, whilst all colleagues work full-time in the other.
33. Much teaching and learning is good, with some of the best found in classes of very low attaining pupils. Teachers often have really high aspirations for these pupils who do well as a result. Work is skilfully tailored to individuals' and groups' defined needs, so they achieve well. The contributions of a master builder, for example, helped some low-attaining senior pupils learn well in rural studies. Some good learning also occurs outside classrooms as, for

example, pupils and students take full parts in large productions and in sporting and other recreational and study activities in this country and abroad.

34. Much of the work with high attainers is good; some is excellent. A very brisk pace to learning typifies what happens; lessons are couched very thoroughly in what the pupils have learned before, so they feel comfortable with the new work. Clues, prompts, cross-references and stimulating questioning provoke deep thought and, for example, according to pupils in an outstanding, very large English class, make them feel special. Because they are so highly motivated by the teachers, such pupils learn very well; they spark off each other and, in groups, discuss the less obvious points of the lesson at a level far superior to course requirements. They know the finer points needed to score A\* grades and are well on the way to reaching them, so showing what they are capable of when fed aright.
35. The biggest variable is in teachers' expectations, which are, for example, excellent in physical education, very good in design and technology, yet unsatisfactory in the weakest subjects; there is a clear inter-relationship between expectations and standards.

**Summary of teaching observed during the inspection in 146 lessons in Years 7 to 11.**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (1.3%)	15 (10.2%)	65 (44.5%)	47 (32.2%)	15 (10.2%)	2 (1.4%)	0 (0%)

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

36. Learning is the prime concern of the best teaching, but as shown by the table above, it is not commonplace. Boys and girls learn at about the same rates and do about as well as each other. The main area for improvement is with middle attainers who underachieve more frequently than do others. It is in subjects where standards are lowest that this group of pupils learns least well. Inspections of unsatisfactory lessons with pupils showing little enthusiasm, being capable of more, with unsatisfactory teaching leading to inattentiveness, with teachers talking above noise and failing to get pupils to think for themselves, occur too often, especially in Years 10 and 11. Comments on a lack of variety, mismatches of learning with what the teacher wanted the pupils to do and insufficient emphasis on learning were frequent in lessons reported as otherwise satisfactory.
37. Teachers receive useful information about individual pupils on the register of special educational needs. Individual education plans contain helpful suggestions. Most teachers use this knowledge to help learning, as is particularly evident in art and design, design and technology, English and physical education. There is, however, no clear agreement on how teachers should use individual education plans to help pupils to make more progress by setting precise targets for them.
38. Because the school has not identified closely enough where pupils are not learning to capacity, assessment is unsatisfactory. There are, however, substantial differences and a refined policy on assessment, recording and reporting is in its final stages of preparation. There is a direct relationship between the quality of assessment and the standards pupils attain. Pupils are becoming involved in setting their own targets, both personal and academic, to raise their level of attainment; this is good practice. Where pupils know how well they are doing and what they need to do to improve, they are motivated to work to capacity; they do so and do well. Practice in, for example, English and design and technology is very good; the pupils have clear learning targets and work well to reach them. Practice in mathematics, religious education, French, German, Spanish and ICT is, at best, unsatisfactory. The correction of written work is satisfactory, but set homework amounts vary too much for it to provide a continuous spur to learning.

**The sixth form**

The quality of teaching and learning in the sixth form is **good**.

### Main strengths and weaknesses

- Teachers know their subjects well; they motivate the students to learn well.
- Assessment is good in the sixth form; students are aware of how they are doing.
- Some problems of timetabling and organisation are barriers to learning.

### Commentary

39. The quality of teaching and learning shifts up a gear in the sixth form.

#### *Summary of teaching observed during the inspection in 54 lessons in the sixth form.*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	17 (31%)	24 (44%)	11 (20%)	0 %	1 (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.*

40. The contrast between the amounts of very good and excellent teaching in the sixth form compared with Years 7 to 11 is stark. Because the students respond so readily, teachers are able to challenge them strongly, so they learn not only to find and use information very well, but also, as a precursor to higher education, to fend for themselves. They show good initiative, working things out for themselves by reference to different sources of learning, through often animated discussions and constructive criticism of their own and their fellows' work. In the best lessons, learning quality is often very good, reflecting closely the students' good achievement and often well above average standards. Marking and assessment are good, helping to raise achievement.
41. High expectations characterise much, often very good, English teaching. Students are often required to carry out their own checks on how well they have learned; this also raises standards. They do this well because they are given suitable rein to make their own enquiries through constructive work in groups. The contrast in teaching quality in mathematics, good in the sixth form yet unsatisfactory before that, exemplifies the differences well.
42. Mainly affecting business studies and Spanish, there are occasions when the teacher does not make clear enough what the students are intended to do and a lesson may lack precision in the way responses are gathered and shared with the class.
43. Sixth form teaching and learning are also affected by the problems of continuity met in Years 7 to 11. For example, four teachers contribute to a Spanish course; this undermines continuity and worries the students. Irrespective, most students are doing well but, cumulatively, teaching is unsatisfactory in such circumstances.

### The curriculum

The curriculum is **good**, and there are **very good** opportunities for enrichment. Staffing, accommodation and resources are **satisfactory**.

## Main strengths and weaknesses

- There is a good range of courses for pupils in Years 10 and 11, and in the sixth form.
- There has been a good start in broadening the curriculum to make it more appropriate for all pupils.
- Pupils have good opportunities to take responsibility and show initiative.
- There is a very good range of extra-curricular activities.

## Commentary

44. The school's status as a performing arts college contributes to the good breadth of experience available in Years 10 and 11. Opportunities to study drama, dance, music and performing arts are choices that clearly benefit these self-confident and articulate young people. This complements the very good range of extra-curricular activities providing opportunities for social development as pupils work together and put themselves to the test, either in front of an audience or against an opposing team. There are also three languages available, each of which brings opportunities to travel abroad.
45. The curriculum has effectively improved with extra courses for pupils in Years 10 and 11 who are not motivated by traditional ways of learning. Applied GCSE courses relate skills to the workplace; practical courses, in areas such as hairdressing and vehicle maintenance, offer chances to learn that do not depend on earlier academic success. Pupils in Years 10 and 11 who have difficulties coping are offered an alternative off-site accredited curriculum. Whereas there is good support for pupils with special educational needs, the most able pupils have not been identified in Years 7 to 11. Although they achieve well, individual teachers are not equipped to ensure that they are challenged to achieve as well as they could in every lesson.
46. A new, 25-period week has been introduced to reduce identified under-achievement. It aims to increase both the range of subjects available and the frequency of contact between teachers and pupils. Unforeseen management difficulties this year meant that the timetable was constructed in some haste, and has not matched the school's aspirations. As well as throwing up far too many instances of more than one teacher teaching given classes, in subjects such as ICT and careers the teaching teams were assembled at short notice and this is impeding the continuity of learning, and standards.
47. The match of teachers and support staff to the demands of the curriculum, in both the main school and sixth form, is satisfactory. Since the previous inspection the school has been through severe staffing turbulence and, as a consequence, standards have declined. However, the situation in most subjects has now been resolved. There are deficiencies in teaching expertise in mathematics and ICT, which contributes to lowering standards in these subjects. There is a satisfactory level of support staff, however, the split site means that laboratory assistants are unable to support science teaching well enough.
48. Accommodation is satisfactory. The recent building programme has increased facilities in dance and these are of good quality. Music accommodation, particularly in the upper school, has improved and is now good overall. Refurbishment of some science laboratories has taken place but is still not completed. Learning resources are now in place in the library and this is an encouragement for individual study for pupils. The school still lacks some teaching spaces. The lower school building is too cramped, congestion continues on stairways.
49. Resources are satisfactory. The business manager controls resource management effectively. Much improved since the previous inspection, resources are now good in science. They are also good in design and technology with good provision of ICT systems and electronic equipment. Resources are also good in physical education and history. Resources are very good in music, well equipped with keyboards, a recording studio and their own ICT room, and in the performing arts.

## The sixth form

The overall quality of the curriculum to meet the needs of students in Years 12 and 13 is **good**. Students have a wide choice of A-levels, which is particularly enhanced by the emphasis on performing arts, which is **very good**.

### Main strengths and weaknesses

- Students have access to a wide range of examination courses.
- Enrichment opportunities are broad and varied, and students appreciate them.
- The range of vocational courses is small.

### Commentary

50. Twenty-five courses include traditional ones as well as successful innovations such as critical thinking, and good opportunities for students to develop key skills within their other taught courses.
51. The large number of GCE A-level courses appeals to the interests of a very wide range of students, and there are good opportunities for them to build on and expand their learning from earlier years. The school has made extra courses available to cater for specific requirements, though this does include some lessons being taught after the end of the school day.
52. There are also good opportunities to develop a greater breadth of skills through enrichment courses that span a wide range of subjects from moral and ethical thinking to community sports leader qualifications. Students particularly appreciate the accredited courses, which they see as equipping them well for when they leave school. There are too few vocational courses and this dissuades some pupils in Year 11 from continuing studying at school. There is good support for private study, and students particularly appreciate the way communication skills are developed within their other subjects.
53. The range of extra-curricular activities beyond the strong performing arts initiatives is less than students expect, though there are good opportunities for continued personal development through community initiatives and support for younger pupils.

## Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **satisfactory**. The support, advice and guidance, based on monitoring, that pupils receive is **satisfactory**. The involvement of pupils through seeking, acting on and valuing their views is **satisfactory**.

### Main strengths and weaknesses

- Pastoral teams have a good knowledge of the pupils in their care.
- The contribution that the Real Game in Years 7 and 8 makes to pupils' preparation for life beyond school is good.
- Use of Key Stage 3 Strategy funding to provide support to raise pupils' attainment has helped to improve provision well.
- Insufficient time is allocated for academic monitoring.
- The quality of careers education in Years 9, 10 and 11 is adversely affected by the low amount of time given to it.

### Commentary

54. The induction arrangements for pupils coming into the school are good. Pastoral teams build strong relationships with the pupils and their supportive families. The teams promote good learning and provide help when needed. Pupils interviewed were confident that they would be able to ask members of staff for help, either academic or personal. Satisfactory twice-yearly reporting of progress involves Year 7 to Year 9 parents in an annual review and target setting meeting based on these progress reviews. However, the time allocated for form tutors to carry out reviews at times other than this lacks standardisation and this reduces the effectiveness of academic monitoring. Key State 3 Strategy funds have been effectively used to support pupils in Year 7 with catch-up units in English and mathematics, a mentoring project for Year 8 pupils and booster classes for Year 9. Two teaching assistants work effectively with pupils to help improve writing skills after analysis of English national test results showed these to be a weakness.
55. The school successfully gained the Careers Mark award in 2001. The careers co-ordinator provides teachers with resources and suitable guidance. The Real Game is effectively taught in Years 7 and 8 by tutors who have undergone training. However, provision is unsatisfactory in Years 9, 10 and 11 where pupils only receive 14 lessons in total over the three years. Lessons are taught in blocks and the gap between can be as long as a year. Staff teaching careers in these years have been given no related training and the quality of some careers lessons is unsatisfactory, failing to help pupils' preparation for post-16 education, training or work. Connexions personal advisers provide individual interviews for all pupils in Year 11.
56. There are good improvements in the ways pupils' views are sought and they are now involved in interviews for staffing posts. The school and year councils, for example, provide an effective forum for pupils to express their views about the school and areas they would like to see improve. The results of the pupil questionnaire prior to the inspection highlighted concerns about behaviour, but inspectors found no evidence to support this during the inspection. However, concerns about homework were justified, as staff did not always comply with the set homework timetable, so leading to inconsistency in amounts set over the week.

### **The sixth form**

The support, advice and guidance students receive are **satisfactory**. The involvement of students through seeking, acting on and valuing their views is **good**.

### **Main strengths and weaknesses**

- New support, advice and guidance systems introduced this year are working.
- Reviewed induction arrangements for pupils coming into the sixth form are an improvement.
- The active involvement of students in the school is very good.

### **Commentary**

57. New guidance systems provide clear structures for checking regularly students' attendance and work. Weekly one-to-one interviews with tutors ensure that any issues arising are quickly and effectively sorted out. Students are supported well in their applications to universities. Arrangements for the induction of students into the sixth form have been reviewed this year to improve the programme that students undertake. The newly introduced key skills and enrichment programmes help students' learning and widen their studies beyond the academic. Opportunities to undertake community service, for example, helping in lower school lessons, or in the wider community, make a positive contribution to students' overall personal development. Students chair the school council and take an active part in improving the school for its community: this prepares them well for life beyond school.

### **Partnership with parents, other schools and the community**

The effectiveness of the school's links with its parents is **satisfactory**. The school's links with the community are **very good**. Links with partner schools through the school's specialist status as a performing arts college, are **very good**. The school's links with other schools and colleges are **good**.

### Main strengths and weaknesses

- Links with partner primary schools through the school's performing arts status are very good
- Links with other schools and colleges are good.
- Links with the community are very good; they extend and enrich pupils' educational experiences, particularly in the performing arts.
- Parents hold the school in high regard.
- Parents expressed concern about the information they receive about their child's progress.

### Commentary

58. The school's partnership with its parents is satisfactory. Parents at both the meeting prior to the inspection and through the questionnaire expressed a high regard for the school; they are very supportive. Their only big concern was about the information they receive about their child's progress. Annual meetings are held where parents have the opportunity to talk to staff based on information from the progress review. In Years 7 to 9 this is with the form tutor where targets are set to help pupils raise the standards of their work both academic and personal. As arrangements allow parents to visit at pre-arranged times, the rate of attendance at these meetings is very high, which is good. Inspectors agreed with parents' concerns, as when they ask questions, form teachers are often unable to give satisfactory information. In Years 10 and 11, parents have evening meetings with subject staff, but attendance rates are much lower. A significant number of parents said that one report and one meeting a year were insufficient to keep them informed and felt that teachers generally do not communicate enough about progress. Although consultation does occur, the school does not routinely seek the views of its parent body. Planners were generally thought to be unhelpful as a means of communication, because a minority of teachers did not notice or respond to messages in them.
59. The quality of the school's links with the community is very good. The school benefits from effective links with local business and industry both as a source of sponsorship and for placements that reinforce classwork or give pupils experience of the world of work. Discussions, with a view to running courses for employees of sponsoring companies in presentation skills and public speaking using the in-house expertise of the school's performing arts staff, are innovative. Further very good links allow pupils to use work-based situations to mutual benefit. The involvement of adults from the community through performing arts is growing. The school's commitment to becoming a 'gateway to the arts' is starting to provide a good stimulus. Community dance workshops, run by a celebrated male dancer, are a good example of this.
60. There is a good partnership with other schools and colleges. The induction arrangements for Year 6 pupils coming into the school are good, and bridging units in mathematics and English help the transition. Eight members of the science department have observed literacy lessons in primary schools. Primary pupils are regular visitors to the school. Links with further education colleges, and other alternative provision providers, are good.
61. Through its specialist school status, performing arts staff undertake a programme of work with partner schools in music, drama and dance. Primary headteachers said that the awarding of specialist status had opened up a whole new area of exciting experiences for their pupils. It also provided valuable professional development for their staff. All parts of the primary curriculum are helped, not just the performing arts. Mobile lighting rigs and sound equipment

enrich performances, and pupils from the school often operate the equipment. Primary school pupils benefit from the use of the school's facilities, such as the recording suite. The school has encouraged partner primary schools to apply for the Arts Mark Award. Performing arts staff also work in a partner secondary school; a GCSE twilight dance course for pupils attending this school was not successful due to transport difficulties.

### **The sixth form**

Links with the community, other schools and colleges are **very good**.

### **Main strengths and weaknesses**

- Recently introduced community service provides a good service and enrichment.
- Support given to primary schools through the performing arts by students is first rate.
- Young sports leader and community sports leader awards benefit both primary schools and the community.

### **Commentary**

62. As in the main school, students are actively involved with, and benefit from links with the community particularly through the community service they undertake as part of their enrichment programme. Students work well with partner primary schools, mainly through the performing arts and sports. The young sports leader and community sports leader award courses run by the school benefit both the community and primary schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and governance of the school are **satisfactory**. Management is **unsatisfactory**.

### **Main strengths and weaknesses**

- Efforts to raise standards have not paid sufficient attention to whether pupils are doing as well as they could in every lesson, and standards remain well below those in similar schools.
- The headteacher inspires respect and enthusiasm amongst the great majority of staff.
- There has been a sustained effort to raise standards over the last three years.
- Some developments have been put in place under duress, after the sudden departure of a deputy head.
- Monitoring systems are not robust enough to ensure that good intentions actually help pupils to do better.
- Several subjects are well led and managed.
- Barriers to learning have a depressing effect on standards.

### **Commentary**

63. The headteacher is well respected because she works extremely hard, but she has not been able to delegate enough work to managers working alongside her because the management team has been too small. The positive ethos in the school reflects her clear philosophy, and is seen in the effective way that pupils are helped to develop and mature. However, the sudden loss of one member of the senior management team, not long after another, showed clearly how too much responsibility was entrusted to too few individuals, without back-up or clear grasp of the risks involved. A consequence of this is that a poor timetable and deployment of staff for this year are both undermining pupils' achievement.

64. Governors have worked closely with the headteacher to respond to a series of unforeseen challenges. However, their emphasis has been more on support in difficult times than on

challenge to be sure that their recommendations were having the desired effect. The developments over recent years have meant that provision in several subjects is well organised; the English and science departments, for example, are well led; physical education is very well led. Serious weaknesses remain in the organisation of mathematics, ICT and religious education.

65. The comprehensive strategies to raise standards have been focused on improving the teaching and curriculum that are provided for pupils. There has been too little emphasis in plans and lesson observations on checking whether all pupils are doing as well as they can. So, evaluation of the effect of these strategies suggested that they were doing well, even though standards had not risen enough.
66. When improvements have been put in place, the checks to see whether they are working have not been sufficiently systematic. Consequently, senior managers are not informed enough about which aspects of the work are not being done as well as they should be. An example of this is where data was made available so that all teachers could judge whether pupils were doing as well as they could. In the subjects where teachers are not making use of this data, standards are lower than elsewhere in the school; monitoring had not made this link.
67. The school runs efficiently from day to day as a positive and inclusive community. Sound financial management has enabled development, such as the investment in ICT, to continue even though there has been less money available than was anticipated. However, governors have not ensured that the school provides a suitable daily act of collective worship.

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

Income and expenditure (£)	
Total income	4,437,003
Total expenditure	4,445,043
Expenditure per pupil (1545)	2,877

Balances (£)	
Balance from previous year	- 6,276
Balance carried forward to the next	- 840

68. Numerous aids to learning result from the school's specialist status. It has managed to extend its curriculum, to become much more closely involved with its local communities and to be a strong point of focus for the arts. The award has increased the school's main strengths, broadened the out-of-school enrichment activities available to pupils and students, but benefits have not produced enough improvements in the weakest areas of provision, mathematics, languages and religious education, especially. Barriers to learning outweigh the aids, namely recruitment problems after large, anticipated and unexpected staff changes; they are well rehearsed in this report. Some staff reluctance to change has contributed to the upheaval; it is not overcome, although there are improvements. The split site aggravates the situation and initiatives to improve performance and learning have not been helped by the effects of the poor timetable, also amply spelled out in this report.

## The sixth form

Key staff with responsibility for the sixth form provide **good** leadership. Management is **satisfactory**.

### Main strengths and weaknesses

- There is more rigorous monitoring of attendance and punctuality.
- A clear vision for a more inclusive curriculum is in place.
- There is more rigorous monitoring of students' progress across different subjects.
- Some resistance to change undermines standards.

### Commentary

69. A recently appointed head of sixth form used an initial evaluation of strengths and weaknesses to develop a very clear vision of how the provision should be developed. As well as seeking more academic rigour, she has sought to introduce courses that will appeal to a wider range of students, and to ensure that students attend all of their lessons, and use their private study constructively.
70. Very well supported by senior managers, the head of sixth form has made good progress in introducing more consistent approaches to monitoring students. Attempts to monitor progress by gathering information about current grades in every subject proved more difficult than expected because some teachers were unwilling or unable to provide the information.
71. The sixth form is a viable entity, its budget balances. Some small classes are costly to mount, but they help to broaden provision and to cater the better for the range of student wishing to remain in school post-16.

## Community Education; workplace learning; French, German, Spanish

Community education is **very good**. Workplace learning is **good**. French, German and Spanish are **unsatisfactory**.

### Main strengths and weaknesses

- Performing arts provision has given a real boost to community education.
- Workplace learning provides a few pupils with relevant, practical learning opportunities.
- Standards in French, German and Spanish are too low.

### Commentary

72. Each extra item is covered more fully in other parts of this report. The school's inter-relationships with its communities are very good. Primary and partner secondary schools benefit substantially from close working arrangements that give extra dimensions to their provision. Work with amateur and professional organisations broadens pupils' experiences well and extra resources are used very well to foster the sense of community.
73. The local education authority work-related learning team educates a few pupils permanently. Most pupils who benefit from the alternative curriculum study National Curriculum subjects in school and spend one and a half days on placement doing a pre-NVQ course in motor vehicle engineering or a NVQ level 1 in hairdressing. In addition, some pupils work in school on the Prince's Trust Initiative supported by staff from the local youth club. These pupils spend time improving their skills in literacy, numeracy and ICT together with some instruction on craft skills. The pupils' attitudes and attendance records have improved.

74. The school is large enough to teach three foreign languages. Unsatisfactory management and teaching weaknesses are common to each one and underlie standards that are too low. The new head of languages appreciates what is needed to be done and is taking relevant steps. In common with other aspects of management, the school has not put a rigorous enough system of checks on performance in place for governors to gauge the effectiveness of very recent changes to the management structure.

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

## SUBJECTS AND COURSES IN KEY STAGES 3 and 4

### ENGLISH AND MODERN FOREIGN LANGUAGES

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Achievement is good.
- Standards are above average and improving.
- The quality of teaching and learning is good.
- Pupils have positive attitudes to their work.
- In spite of improvement, some pupils' writing is seriously flawed.

#### Commentary

75. Results in the 2003 national tests taken at the end of Year 9 were better than at the time of the previous report: they were above the national average and about those of similar schools. The proportions gaining the higher levels (6+) were above the average for similar schools. Standards of work seen indicate continuing improvement in the work of the most able and of the pupils who start the school with very low attainment levels. The achievement of these pupils is good. All pupils make good progress in the development of the skills of speaking, listening and reading with understanding. Achievement overall in Years 7 to 9 is satisfactory. In writing, the achievement of some pupils in the middle range of ability, although satisfactory, is less than that of others. Like others, they become ambitious in their use of language and develop good understanding of techniques appropriate to different styles of writing. Clarity of expression or accuracy of spelling does not always match these strengths. The weaknesses reduce the achievement of a significant minority of pupils especially in Years 7 and 8.
76. Standards are above average in Years 10 and 11 and pupils achieve well. Results in the GCSE examinations in 2003 were above average in English, more so than in recent years and well above the standards evident at the time of the previous report. Results in English literature were well above the national average and the average for similar schools, though the proportion of students entered was well below average. The attainment of boys has improved and is not significantly different from that of girls.
77. The quality of teaching and learning is good. All teachers have very good knowledge of the subject and good understanding of the needs of pupils. They ensure that all pupils are challenged in ways appropriate to their abilities. They explain tasks very clearly and the pace of lessons is brisk so pupils learn to use time efficiently. Variety of activities in lessons also helps concentration. Pupils take pride in their work and are pleased with their successes and the approval of their teachers. Because they quickly develop confidence in their teachers and each other, they are willing to contribute to discussions, explore ideas and make judgements knowing that their contributions will be valued. Pupils' learning benefits greatly from the emphasis teachers place on developing technical skills of speaking, listening and reading to gain understanding and writing in different ways for different purposes. They also learn to assess their strengths and weaknesses in writing. A class of pupils in Year 8 was observed reading each other's work and, using the same standards as used by teachers and examiners, suggesting ways of improvement. The importance teachers place upon pupils' understanding how their work will be assessed has a positive effect upon learning. Pupils are well motivated, work purposefully and are able to build upon good understanding of earlier

work. The best learning takes place when pupils are fully challenged and are fully active in their learning. Teaching is occasionally less effective when teachers talk too much or allow the pace of lessons to slacken.

78. Teaching and learning of pupils with special educational needs are strengthened by the very good quality of help provided by very capable learning support assistants. Pupils with severe difficulties of reading and writing, including the very few for whom English is not the first language, make good progress especially when taught in small groups by specialists attached to the learning support department.
79. Effective management of the department is evident in the raising of standards in recent years; the sharing of responsibilities and the efforts made to reduce the effects upon pupils of staff absences and some difficulties resulting from problems of timetabling teachers with classes. Good improvements since the previous inspection have resulted also from the school's reviews of departmental successes and needs, together with the support of advisory staff from the local authority.

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

80. Standards of literacy are good. Most pupils have wide, general vocabularies and in most subjects they quickly become confident in the correct use of technical terms. Those with identified problems of reading and writing make good progress so that they achieve results in examinations beyond reasonable expectation based on attainment when they enter the school. Pupils use language confidently in speech and writing. The quality and maturity of discussion in subjects such as English and drama are well above average and contribute considerably to the development of skills and understanding. The libraries on both sites have been considerably improved since the previous report, which judged them inadequate. They are now equipped as resource centres with computers as well as an improved range of texts. The number of books is below the average for a school of this size. Pupils make good use of the libraries at break and lunch times because they find them useful and attractive and the librarians are always helpful.

### **Modern foreign languages (French, German, Spanish)**

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

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

- There is substantial underachievement and results in GCSE examinations in French, German and Spanish are below average.
- The quality of teaching and learning is unsatisfactory.
- Students' have positive attitudes and their behaviour is good.
- Pupils are given too few opportunities to use the language themselves.
- Assessment information is not used effectively to meet needs of all pupils in lessons.

#### **Commentary**

81. Standards of work seen are below average in French, Spanish and German. Pupils have a very limited range of structures and vocabulary and are not confident in speaking and responding in the languages being learned. They have difficulty recalling previously learned language and are not confident in manipulating the languages themselves without recourse to written notes or models. In Year 9, pupils are not familiar enough with basic vocabulary and structures to easily understand the main points from short texts and extracts of speech.

82. In 2002, the proportion of pupils gaining higher GCSE grades, A\*-C, was below average. Pupils do better in other subjects than they do in languages. Girls perform better than do boys. Lower attaining pupils and pupils with special educational needs, however, make satisfactory progress, with most obtaining a grade at GCSE. In 2003, the proportion of pupils gaining higher grades in GCSE declined in French and in German they declined significantly. In Spanish there was some improvement. This represents significant underachievement in relation to pupils' prior attainment.
83. There are no significant differences between provision in French, German or Spanish in Years 7 to 11. The quality of teaching and learning is unsatisfactory; this leads to unsatisfactory achievement. Expectations are often too low or inappropriate. There is significant inconsistency in teaching methods across the department. There is some very good practice, but four out of every ten lessons were unsatisfactory and led to unsatisfactory progress. Teachers have a good command of the languages they teach and pupils make good progress developing their listening skills where the language being learned is used extensively and effectively to conduct activities. Higher attainers are effectively challenged to interpret some unfamiliar language for others. However, opportunities are often missed to do this and some lessons are conducted mainly in English, which is a weakness. Presentations of new language are mainly clear, using visuals or the overhead projector, so pupils rapidly understand and use the language appropriately themselves; on some occasions too much new language is introduced at once so pupils have difficulty absorbing and remembering it. In many lessons, pupils are given too few opportunities to practise or use the language themselves so they lack confidence in speaking and responding and do not have a secure foundation on which to build.
84. Pupils have positive attitudes towards their learning. They have mature attitudes to their learning when they are asked to evaluate their own progress and identify ways they can improve. They are usually well behaved; they settle quickly and listen attentively. When given the opportunity they work well in pairs and small groups, concentrating on tasks set and concerned to do well. On a few occasions, when pupils' needs are not adequately addressed or when control and management are unsatisfactory, they lose concentration and their behaviour deteriorates.
85. Leadership of the subjects is good. A very new head of department has a good grasp of strengths and weaknesses and a clear vision of the way forward. Management of the subject is unsatisfactory. Effective action has been taken to raise standards in Spanish. Action taken to monitor and develop teaching and learning and eradicate inconsistencies has had little impact as yet and there has been insufficient improvement since the previous inspection. The use of assessment and pupils' involvement in evaluating their own progress are only beginning to have a positive impact upon their understanding of how to improve. The split site is a barrier to effective checking of the quality of teaching and learning, making it hard to help newly qualified teachers who sometimes suffer when faced with classes disillusioned by their previous experiences with temporary teachers.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Too much unsatisfactory teaching leads to underachievement.
- Schemes of work, range of teaching materials, use of assessment and ICT fail to support learning and teaching effectively.
- Rapid staff turnover has undermined pupils' self-esteem and their faith in reaching acceptable standards.

- The newly appointed acting head of department has identified how improvements may be made and is beginning to put these into place.

## Commentary

86. Standards seen in Year 9 are broadly in line with national averages, but the most recent point scores in national tests were well above average compared with both national and similar school results: a marked improvement over preceding years. In Year 11, pupils' standards are below average, reflecting the 2003 GCSE results. Results are poor when pupils' above average starting points, as 11 year-olds, are taken into account. However, the results of the early modular GCSE courses for 2004 show distinct improvement. None-the-less, middle attaining Year 11 work showed gaps in understanding and confidence in applying mathematical knowledge to new topics and to ones already studied; particularly in using trigonometry and statistics. Most pupils in Year 9 have effective calculation skills, including percentages and ratio, and some understand sequences linked to generating formulae. Higher ability pupils possess the potential to achieve very good results, however poor teaching, sometimes bordering on nothing more than supervision, weakens the challenge of some lessons. As a result, achievement is impaired, giving unacceptable variations in standards between classes. Pupils know this and are quick to comment upon it.
87. Teaching and learning are unsatisfactory. Too many lessons have a poverty of purpose because of poor explanations and communication, weak classroom management and poor relationships. Some pupils in a high ability Year 10 lesson took scant notice of the teacher, and those that did were often left confused. As a result, many were still no wiser about the basic links between numerical and algebraic fractions at the end of the lesson; this is poor preparation for higher grade GCSE. Some pupils are unaware or lack interest in past, current or predicted levels of attainment. Most classes have regular homework, but too many books are unmarked, so inaccurate work is overlooked.
88. Low-attaining classes, including pupils with special needs, are often better taught with more imaginative use of teaching material; well-trained teaching assistants support them ably. Mathematical targets were not always specified in individual educational plans and the overall lack of ICT implies a lost learning opportunity. Well-taught lessons have clearer planning and a good pace of work. Middle attaining Year 9 pupils benefited from a well-organised lesson and securely grasped the underlying links between radii, diameter and circumference. Expectations were high, books regularly marked and content coverage good. As a result, their achievement is now very good compared with attainment on entry.
89. Leadership, since the previous inspection, has presided over a declining situation and is unsatisfactory, as is management. The very recently appointed acting head of department has identified the need to raise attainment and is building on systems to make improvements.

## Mathematics across the curriculum

90. The National Numeracy Strategy is identified in many mathematics lessons, however the evidence points to incidental instances within other subjects without any planned or measured responses. In science, design and technology, geography, art and music the satisfactory use of basic calculations, appreciation of shape and perspective together with measurement and the use of scale drawings were in evidence. There is particular use of data handling and statistics.

## SCIENCE

Provision for science is **satisfactory**.

### Main strengths and weaknesses:

- Some pupils are not achieving as well as they should, but there are real signs of improvement.
- Arrangements for teaching groups in lower school mean that sometimes the needs of all pupils are not met.
- The new curriculum leader is having considerable impact on the work of the faculty.
- Relationships between teachers and pupils are very good.

### Commentary

91. Up to the end of Year 9, most pupils achieve satisfactorily. In 2001 and 2002, standards at the end of Year 9 fell but remained in line with all schools nationally. Compared with similar schools and pupils' prior attainment, results in 2003 were well below that expected at average levels but well above at the higher levels (6+). Average point scores were well above average compared with similar schools. Higher attaining pupils, therefore, achieved well but some pupils did not reach their target grade and their achievement was unsatisfactory.
92. The change in 2003 to double science for all pupils at GCSE improved results and they are now slightly above similar schools. This represents satisfactory achievement for most pupils.
93. In lessons, most pupils are achieving satisfactorily, attaining the levels and grades in line with their ability. When pupils attain above expected levels it is because of good teaching, which extends their understanding. Pupils with special educational needs achieve well in relation to targets set for them when helped by the good learning support assistants and given challenging tasks such as when a Year 7 boy was making a presentation about his cartoon strip describing fertilisation. Very able pupils only achieve well when teachers provide work that challenges them to extend their understanding. A top ability Year 9 class successfully developed their ideas about the principle of levers by discussing a cartoon character trying to roll a boulder off a cliff.
94. Teaching is good. It is better in Years 10 and 11 than up to the end of Year 9, where it is satisfactory. The good lessons in all years provide plenty of activities to challenge pupils to think, to discuss with their peers and to check their progress. Speaking is fostered well in lessons and sometimes teachers give homework exercises to write creatively about science such as a letter from an 'agony aunt' about the spread of disease. There is more of a mixed picture in lower school where there is too much teaching that is no more than satisfactory. Occasionally, the teacher over-directs and talks too much, or the lessons lack pace and challenging tasks with, in some cases, an over-emphasis on note copying. Key words needed for each lesson are not always displayed prominently or reinforced sufficiently. In Years 7 and 8 there is a wide ability range in each group and often teachers do not provide sufficient variety of tasks to extend the brightest or support the learning of others, resulting in satisfactory or, on occasion, unsatisfactory teaching. The attitude of all pupils to work is good and they behave well in all lessons; this raises achievement.
95. The time-tabling arrangements and the delay in making up classes by ability until Year 9 is having a negative effect on the achievement of many pupils. Many groups have three teachers per week and so each lesson needs to start with reviewing previous work, often for a considerable time; this is a weakness that undermines achievement.
96. The department holds much attainment data about each pupil, and uses it well to check progress and set target grades, which are shared with pupils. Most pupils' work is marked

thoroughly with detailed help given on how to improve. However, some books are poorly presented, with unfinished work.

97. The impact of the recently appointed head of faculty has been very considerable. She has built a team of mutually supportive subject specialists, half of whom have joined the school in the last year. Many systems to check the work of the faculty take place such as a detailed analysis of examination results, then used in the annual improvement plan. New courses in Year 7 and Year 10 have been introduced and purposes of each lesson are shared with pupils. The faculty has its own suite of computers to use the Internet and CD-ROMs but there are no computers in laboratories. Consequently, pupils do not get the opportunity to collect data from experiments using ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communications technology (ICT) is **unsatisfactory**.

### **Main strengths and weaknesses**

- Ineffective leadership is not supporting the very large non-specialist teaching team.
- Management is insufficiently rigorous.
- Teaching is unsatisfactory in Years 10 and 11 and standards are too low.
- The curriculum has been effectively improved; it is sound in Years 7 to 9.
- Teachers manage pupils' behaviour well, and classroom relationships are good.

### **Commentary**

98. Standards in ICT are below average by the end of Year 9, and Year 11. GCSE examination results have been poor for the last two years and older pupils are currently working with below average skills. Pupils in Year 9 covered the same basic introduction to spreadsheets as Year 7 during the inspection week. A GCSE class in Year 10 covered the same ground at a less demanding level. This is because the work in earlier years has not developed their skills effectively, and teachers have to work hard to help them to catch up.
99. The overall level of skills which pupils bring to the school is below average, but they are achieving satisfactorily in Years 7 to 9. Teaching and learning are satisfactory as teachers use the well-planned materials and manage behaviour well. However, leadership is ineffective. Many of the eighteen people teaching ICT are new to the subject. Several staff have some management responsibility, only one of whom is a subject specialist. The school has not been able to afford a leader of this subject. As a result, some fundamental principles are not being consistently applied and this is slowing the pace of learning, and restricting the level of challenge for the most competent pupils.
100. Teaching and learning are unsatisfactory in Years 10 and 11, principally because management is ineffective. The size and the wide range of other responsibilities of the teaching team means that meetings, after school training sessions and word of mouth monitoring are ineffective ways of maintaining consistency. Managers make assessment information available on the school Intranet, but do not ensure that all teachers are using it. Consequently, day-to-day assessment of pupils' progress in relation to what they should be achieving is unsatisfactory. Teachers are developing effective end-of-unit assessments but in between these, pupils do not know how well they are doing, or what they need to do to achieve their next target. Whilst pupils with special educational needs are well supported and make similar progress to their peers, other pupils are not monitored as carefully, or given appropriate tasks to challenge them. This is the main reason for unsatisfactory achievement in Years 10 and 11.

101. Recent improvements, such as an overhaul of the curriculum across all years, heavy investment in new resources, and recruitment of some experienced specialist teachers has been satisfactory.

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

102. Pupils in all years have adequate skills to research and present their work, but insufficient use is made of ICT to enliven learning across all subjects. The technology is used well in design and technology and in music: and pupils benefit as a result. In other areas such as mathematics and science the opportunities are not fully exploited, either because teachers lack confidence, or are not using appropriate resources.

## **HUMANITIES**

### **Geography**

Provision in geography is **satisfactory**.

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

- The recently appointed head of department gives good leadership but there has been insufficient time for his work to impact upon the standards.
- Teachers demonstrate good specialist knowledge, which is leading to gradual improvement.
- Teaching methods are frequently insufficient to meet the wide range of pupils' abilities.
- Unsatisfactory assessment procedures mean that pupils' progress is not checked well enough to help improve examination results.
- There are weaknesses in marking; pupils do not know what to do to improve their work.
- Standards are average, but too many pupils are unable to analyse issues well enough.

#### **Commentary**

103. The recently appointed head of department has good clear ideas to improve standards. However, assessment, monitoring of pupils' work and improvements in teaching have yet to make an impact on standards. Overall, the progress made since the previous inspection has been satisfactory.
104. Teaching and learning in Years 7 to 11 are satisfactory. Teachers apply good geographical knowledge well in teaching. In a Year 11 lesson on earthquake disasters, the teacher answered well numerous questions from inquiring pupils. Lessons are well planned with appropriate purposes that are usually shared satisfactorily with pupils. Consistency in lesson planning reveals signs of improving standards. Frequently, though, in the middle of the lessons, there are too few activities and tasks planned to meet the needs of all abilities. Pupils' good attitudes help them learn. Written work is checked regularly, but inconsistent marking fails to help pupils to improve further. Too many classes in Years 7 to 9 are shared between teachers; this is a big barrier to continuity. At the same time, the tracking of pupils' progress is not rigorous enough, especially for those doing GCSE.
105. Pupils join the school with a wide range of geographical experiences. By the end of Year 9 standards in geography are average. Given their starting base, pupils achieve satisfactorily. In Year 9, most pupils have a basic understanding of geography and discussion with them shows a close interest. They know the importance of regular annual rainfall in order to produce food. However, when looking on a map for Olympics venues, many couldn't find Stockholm or St. Louis. Pupils' books show effective use of diagrams, charts and maps to illustrate their work. Many successfully label, shade, use titles, key and scale; good labelling

was missing in some work. Many pupils use technical words like environment and meridian correctly. Mathematical ideas, for example, ninety degrees south are successfully used in map work. In Years 10 and 11, standards are average and achievement is satisfactory. However, many pupils find analysis difficult, for instance, the consequence of re-generation for both physical and human geography; their work fails to evaluate well enough. Good use of computers helps successful investigative work. Overall, results in the 2002 and 2003 GCSE examinations were broadly average and pupils did as well as they did in their other subjects.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Good teaching, learning and assessment are raising pupils' achievement.
- Innovative leadership is improving the quality of teaching and learning.
- Poor timetabling hinders pupils' learning and inhibits monitoring.
- Inconsistencies have resulted in unsatisfactory standards in recent GCSE examinations.

### Commentary

106. Teaching and learning are good, but they are not checked thoroughly enough. There are consistent strengths. Most teachers plan their lessons well, with clear purposes that pupils understand. Effective starter activities capture pupils' interest and teachers review what has been learned. Teachers have high expectations, so pupils work hard and behave well. Pupils learn to work both independently and collaboratively. Attitudes are positive. In Years 10 and 11, the skills for examination success are taught effectively. For example, a Year 11 class completing a GCSE question on Stalin's rise to power used an examination mark scheme to assess each other's work, and set targets to improve. Overall, pupils' achievement by Year 9 and by Year 11 is satisfactory. Pupils reach standards, which are typical for their age, in their knowledge and understanding, their written work and use of historical terms. Because the skills of using and evaluating historical sources are taught very systematically, pupils' attainment in this work is above average by Year 9. Some GCSE pupils show weaker understanding of some topics, for example of appeasement in the 1930s, than of others. By Year 11, pupils of above average ability achieve well, producing high level written work. Pupils with special educational needs make satisfactory progress, but extra materials, better to match their needs, are unavailable. Through its curriculum and methodology, the department makes a good contribution to the development of pupils' literacy, their skills of using ICT, and to their personal, social and moral education.
107. Leadership is good. The head of department provides a very good role model of professional practice. He has led the department in reviewing its work and into an ambitious project called 'accelerated' learning. Training has been effective. In selected lessons, pupils have a range of different ways of learning to pick from; they review their needs and choose one. Pupils are very positive about these opportunities. For example, a Year 9 class responded enthusiastically to a choice of imaginative ways to present evidence on the assassination of President Kennedy. In an excellent Year 11 lesson, imaginative ways of learning made very difficult work on Lenin understandable to pupils of all abilities, resulting in very good gains in knowledge. There is a clear pattern of success, with raised achievement in lessons with such imaginative teaching. Some good practice has spread from the original pilot classes.
108. Many classes in Years 7 to 9 are split between two teachers; this has a negative effect on continuity of learning. The split site and the separation of the head of department from the rest of his team greatly inhibit management and the exchange good practice. Management is satisfactory, but there is inconsistency so teaching is no more than satisfactory in numerous lessons. Target setting is well established for individual pupils, but not for each GCSE class.

109. Pupils' work is mostly marked regularly and assessed thoroughly. Pupils are, therefore, clear about their performance, their targets and how to improve. They are regularly involved in reviewing their own progress and setting targets for improvement. There are, however, occasional inconsistencies between staff in carrying out the scheduled assessments.
110. The review of teaching is a response to unsatisfactory GCSE results. In 2002, GCSE results were below average; boys' attainment was above that of girls. Most pupils did less well in history than in their other subjects. GCSE results in 2003 were even lower, with girls' attainment better than that of boys. Under-achievement was concentrated heavily in particular groups. Instability and inexperience in staffing affected one group. The improvement in teaching and learning seen during the inspection has not yet had time to result in improved examination results, but there is every indication that it will do so. Improvement since the previous inspection is satisfactory: recent examination results are lower than those reported in that particular year, but standards of pupils' work have been maintained. Teaching, assessment and the use of ICT have improved.

## Religious education

Provision in religious education is **unsatisfactory**.

### Main strengths and weaknesses

- Leadership of the department lacks commitment to improving standards.
- Poor and ineffective assessment is a barrier to pupils' achievement, especially in Years 10 and 11.
- Pupils perceive they have few opportunities to become involved in their own learning.
- The department does not use ICT to improve learning and reinforce teaching.

### Commentary

111. The leadership and management of this subject are unsatisfactory. Some revision of the schemes of work has recently been tackled, but not in any effective detail. On the other hand, a pilot GCSE short course has been introduced. Lessons are not planned well or far enough ahead, nor do they explicitly reflect whole school policies. Professional development has been neglected and an inexperienced teacher does not get enough help. There is no extra-curricular enrichment programme planned. Resources, including the library, are potentially a good support for extended learning and research and are not used regularly enough.
112. Standards at the end of Year 9 are average. Pupils are able to express themselves using some religious terminology with understanding, for example, in describing beliefs and rituals in the main world religions. Many are able to evaluate the connection between belief and action. Lower attaining pupils and those with special education needs have difficulty completing work because it is not always tailored to their learning needs. Their verbal contribution in some lessons is often thoughtful and indicates a satisfactory understanding of the topics covered. Boys tend to dominate group and class discussion, with girls more passive and less forthcoming. Given the about average level of prior attainment, overall achievement is satisfactory.
113. In Years 10 and 11, standards are below average. Higher attaining pupils produce some thoughtful work with the occasional evaluative comment, but they do not have the depth of knowledge and understanding one would expect at this stage because they have not had the time to discuss and reflect on what they are being taught. Assessment procedures are wholly inadequate and the lack of rigour in monitoring progress in the department is a real barrier to raising achievement, particularly at this level. Unfinished or untidy work is the hallmark of some disengaged pupils who make little or no intellectual effort. Year 11 pupils who do not do

the short GCSE course make little progress because the number of lessons allocated is the bare minimum. The results of the recent GCSE mock-examination were below average at this stage suggesting poor revision and examination preparation. Achievement is unsatisfactory because generally most able pupils are given unchallenging tasks, and are not working to a level appropriate for their age and abilities. They do not know what level they are at or what level they are to aim for.

114. Teaching and learning are unsatisfactory. Unsatisfactory teaching arises when the teacher talks too much; pupils complain that they have few opportunities to discuss the topics they are working on. There is little variety in teaching methods, with an overuse of text and writing, which leads to boredom and, on occasion, disruptive behaviour. Mainly in Years 7 to 9, where teaching and learning are satisfactory, there is some good teaching; pupils are involved in their own learning and contribute their ideas enthusiastically to group discussion. The marking of pupils' work is helpful because it shows them how to improve. Literacy is well supported, especially in the rehearsing of key words, for example, Arabic terms in the study of Islam. Pupils can address moral issues, and produce some very thoughtful writing on, for instance, marriage and cohabitation. Pupils' personal development is fostered in some lessons, particularly in moral debates and the occasional opportunity for meditation, which meets their spiritual needs.
115. Improvement since the previous inspection has been unsatisfactory. Most of the issues raised then have not been addressed, particularly planning and assessment.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Achievement is good and pupils reach above average standards.
- There are good systems to monitor progress and to set targets for improvement.
- Teaching and learning are good.
- In a small proportion of lessons, pupils do not learn enough about materials or scientific principles to enable them to solve problems.
- Pupils' attitudes to learning are very good.

#### **Commentary**

116. In Years 7-9, standards are above average, as they have been consistently over the last three years. Pupils use the design process effectively to design and make products in all materials areas. They have good practical skills. Standards are lower in electronics, because pupils do not always understand the principles of the work. They recognise components in a circuit but do not know enough about their function within systems to enable them to solve problems. In work seen, standards are above average in Years 10 and 11. The proportion of pupils gaining GCSE higher grades, A\*-C, was above the national average in 2003. This is a significant improvement since the previous inspection and is largely the result of improved systems for checking progress and the early identification of weaknesses in learning. Both boys and girls present their work particularly well, often making effective use of ICT. Pupils have good practical skills and a good knowledge of the materials they use. However, they do not always write on-going evaluations in sufficient depth and tend to focus too much on what they do rather than why.

117. Pupils of all levels of ability, including those with special educational needs, achieve well. Most pupils exceed the targets set for them on the basis of their earlier attainment. They enter the school with below average experience and knowledge of the subject overall and make particularly good progress in their first year in learning to use a wide range of hand and machine tools and in designing and making products that are unique to individuals. The highest attaining pupils, both boys and girls, work independently and have very good problem solving skills. Although achievement is satisfactory in electronics, it could be better because work is insufficiently focussed on learning about why things happen in electronic circuits.
118. The quality of teaching is good. Work is well planned and modified to meet the needs of different groups of pupils although, in a few lessons, specific tasks were not sharply enough focussed for the least able in Years 7 to 9. Teachers have high expectations and, by thorough marking of work and close checking of progress, they guide pupils towards higher standards. Pupils are kept informed of the standards they are reaching and if they are sufficiently high. Because they are highly motivated, pupils follow advice from teachers on how to improve their work. Pupils work hard in lessons because teachers provide them with interesting and challenging work and ensure that pupils keep up to date with projects. Teachers make sure that pupils understand how their work will be graded in examinations so that they know what they need to do.
119. Leadership is good and the department is well managed. There is a strong commitment between staff to raise standards and they do this partly by adopting a common approach to teaching core elements of the subject. Teachers are involved in the development of the subject through good delegation of responsibility for particular aspects. Improvement since the previous inspection is good. Standards are higher and work is more challenging. There are useful links with industry and homework now is better planned.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

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

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

- Teaching is good, so achievement from Year 7 to Year 11 is good; standards are rising.
- Pupils are active in their own education, as there is a very good partnership with teachers.
- Leadership and management are good, promoting high expectations and standards.
- Teacher assessments in Year 9 are inaccurate.

#### **Commentary**

120. By the end of Year 9 standards are average. Standards are improving because the pupils have access to a wide range of materials and experiences, they respond well, profess to enjoy the subject, and they make good progress. Achievement is good considering the relatively poor craft skills pupils have at the start of Year 7. By the end of Year 9, powers of observation through drawing have improved because of broad experiences in painting, printing, ceramics, sculpture and the use of mixed media techniques. The pupils who do take art in Years 10 and 11 make good progress and achieve well. Achievement is good because of good teaching and the positive pupils' attitudes. A scrutiny of pupils' work suggests GCSE results will improve substantially on the well below average ones of previous years.
121. The quality of teaching is good and pupils' interest is high. Lesson planning is very effective, with challenge and choice for all pupils. Very good relationships are based on mutual respect. Numerous pupils in all year groups say that art is one of their favourite subjects because

lessons are interesting and the teachers are very helpful. Art helps pupils' personal development because it encourages them to develop opinions through discussion, to share ideas and to be organised. Language skills are improved because key words are introduced into most lessons as part of policy. Most pupils talk engagingly about their work, using technical language well. Ideas of scale, proportion, symmetry, perspective, area and volume are help broaden the pupils' appreciation of the importance of mathematics. References are made in all lessons to the work of significant artists and cultures to raise creative and visual appreciation and to develop critical thinking. ICT does not play a big enough part in extending pupils' learning experiences. Good displays celebrate high standards. Homework is set regularly and is used effectively as preparation or reinforcement for lessons.

122. Provision is good because an effective team of teachers is raising standards. Leadership is good. There is a clear structure for the present and future development of the subject. However, the teacher assessments at the end of Year 9 are too generous, particularly when awarding the higher grades beyond National Curriculum Level 6. Work is marked and constructive oral and written feedback tells pupils how to improve. Careful checking on the quality of teaching is improving learning. Good accommodation gives the pupils pleasant and attractive working conditions. A good range of enrichment activities stimulates interest well.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Good quality teaching helps pupils to learn well and develop good attitudes to the subject.
- The sequencing of activities in the curriculum in Years 7 to 9 and time lost moving between sites limits pupils' achievement, which is, however, satisfactory.
- There is a strong programme of extra-curricular opportunities.
- There are many good inter-arts and community initiatives, developed through the performing arts college status and the good leadership of the department.
- Resources to enhance learning, especially in the upper school, are very good.

## **Commentary**

123. In Years 7 to 11 teaching is good. Lessons have clear structure, often developing well the pupils' use of appropriate language. Good, often very good, management of pupils' behaviour is reinforced through clear routines, developing respect and good attitudes to the subject, very good in Years 10 and 11. Work is well tailored to the needs of those with special educational needs, and with some opportunities for higher attaining pupils to take initiative. There is a consistent approach to homework, which pupils readily respect. However, there are inconsistencies between teachers and lessons. Although in lessons using computer technologies teachers have begun to be critical of departmental practice by observing each other's lessons, this is not sufficiently widespread to ensure consistent best practice in all lessons.
124. Despite good teaching and a wealth of extra-curricular opportunities, pupils' achievement in music is no more than satisfactory. It is not better because in Years 7 to 9 the way different activities follow each other fails to back up already learned skills strongly enough. Some classes lose too much time moving between sites.
125. In GCSE in 2003, an above average proportion of pupils took the examination and attained results that were in line with the national average. The difference between boys and girls results was not as marked as the picture nationally. Work observed in Year 11, during the inspection, corroborates average standards. There is a wide range of ability and some pupils, especially those, who fully exploit the range of supplementary activities for developing

performance skills, are on course for very high grades. All pupils use computers well to develop compositions and understand the ideas underlying music from different times and cultures. By the end of Year 9, standards are average and pupils' achievement is satisfactory. They play a range of instruments with growing confidence of how to combine these in ensembles. They use chords in and respond to stimuli imaginatively in compositions. However, they are self-conscious about singing and, except in the choirs and productions, have too few chances to develop their voices.

126. The department is well led and managed. The staff share a clear vision for the subject. All contribute enthusiastically to a well-planned extension programme, including instrumental tuition, orchestras, choirs, bands and ensembles, regular and highly successful large scale productions such as 'Crazy For You', concerts, tours abroad and workshops. With the performing arts college status, there have been many significant innovations and collaborations with music-making bodies and services, very well equipped computer and studio facilities, musicians in residence. One teacher collaborates regularly with primary schools. Improvement since the previous inspection is satisfactory. Higher levels of achievement and language use in Year 7, the flexibility of a vocational performing arts course and twilight courses, open also to adults, in Years 10 and 11 are clear signs that greater improvement is imminent.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Standards are well above the national average at GCSE and have been so over the past three years.
- The quality of teaching is good, so pupils learn well.
- Pupils' attitudes are very good; this helps learning.
- Leadership and management are very good.
- The amount of curriculum time in Years 10 and 11 is too low.

### **Commentary**

127. By the end of Year 9 and Year 11 standards are mostly in line with those expected. They are below in gymnastics, where pupils in Year 8 lack understanding of the technique of flight and produce low quality work in their jumping. They have not achieved enough from the previous year. In volleyball, low ability pupils in Year 9 achieve well in the new game. They volley and dig the ball over the net with good control and maintain a rally with a partner. They demonstrate average standards. At GCSE low ability pupils in Year 10 achieve well in their theory work and have a good knowledge of the bones of the body and relate the movements of joints to a range of different sports. In Year 11 standards are above average in badminton. Pupils play the game with good knowledge and understanding of the strategies of attack and defence.
128. Because of the good quality of teaching and subject knowledge, results in the GCSE examination in 2003 were well above the national average and all pupils achieved a pass. There was no difference between the performance of boys and girls. Teachers plan lessons well and have high expectations of pupils; mediocrity is not acceptable. The good progress and achievement of lower ability pupils, including those with special educational needs, at GCSE particularly, is a result of the high expectations, which are shared by all teachers. In every course, all pupils are integrated into lessons where the curriculum is truly inclusive. Teachers form very good relationships with their pupils, who say they enjoy the subject and like their teachers. The evaluation of work by pupils themselves has not improved sufficiently since the previous inspection. Assessment of pupils' performance is good, particularly at

GCSE and all pupils are aware of the progress they are making. Marking at GCSE is less rigorous and there was no evidence of graphs, calculations or data handling in pupils' work.

129. Pupils' attitudes are very good. They work hard and respond positively to their teachers. They concentrate well on the work set in lessons, listen well, working co-operatively in groups; as a result, learning is good. Many show pride in their written work at GCSE and some make good use of word processing to enhance their presentation. They demonstrate good leadership skills in the successful Sports Leaders' Award and take part in good a range of extra-curricular activities to increase their personal development. There are few non-participants in lessons.
130. Leadership and management are very good. The highly enthusiastic head of department is a very good teacher and role model. She is committed to raising and maintaining high standards. There is a clear vision in the department and a comprehensive analysis of examination results takes place each year. There is a very good ethos and the newly qualified teacher makes a positive contribution to the high standards achieved.
131. The amount of time devoted to the core curriculum for Years 10 and 11 is too low for the pupils to make enough progress through the programmes of study, so stopping achievement being any more than satisfactory.
132. Changing accommodation is unsatisfactory and there is no departmental base for all staff to meet.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

The school does not teach business studies at this stage. One vocational GCSE class in health and social care was sampled. Good teaching had set up stimulating situations in which a class of girls worked enterprisingly in groups, preparing topics for subsequent presentation. Several used computers to research and embellish their work. Although the use of English had room for improvement, indications are that results will be well up to the school average.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Citizenship**

Citizenship is taught as a separate subject in Years 9, 10 and 11; in Years 7 and 8 effective use is made of a course called the Real Game to introduce the citizenship curriculum. English and history also make a good contribution.

Provision in citizenship is **satisfactory**.

## Main strengths and weaknesses

- The recently appointed citizenship co-ordinator is giving good leadership and direction.
- A large team of teachers has too little experience and training; this constrains consistency and development of the subject.
- There are no consistent assessment procedures to check pupils' progress.
- There is no structured programme of checking quality, especially in Years 7 and 8.
- The school and form councils give good opportunities for active citizenship.

## Commentary

133. Pupils join the school with very different experiences in citizenship. By the end of Year 9 standards are average and pupils achieve satisfactorily. By the end of Year 9, pupils have a clear understanding of the debating process. They begin to develop discussion skills, for instance, as seen in a Year 9 lesson on personal identity. Pupils develop conventions of debate, working together as a small team on discussion tasks. By the end of Year 11, pupils have an average understanding of law-making and a basic knowledge of local and national government. They are developing good listening skills and many are willing to voice their opinions, as seen in a Year 11 lesson on racism. Year 11 pupils explore ways to help to eliminate prejudice and Year 10 pupils successfully debate discrimination in the work place making correct use of technical words like tribunal. Discussion with high attaining pupils shows a good level of understanding about possible ways of overcoming prejudice. Many pupils show knowledge of consumer rights, but do not always know what action they should take when shopping. All Year 11 pupils, including those with special educational needs, achieve satisfactorily.
134. Teaching and learning are satisfactory in Years 7 to 11. Lesson planning is good. The purposes of lessons are usually shared with pupils and frequently checked at the end of the lesson. However, because the citizenship course is at the development early stage, extra materials and methods are not available to reinforce teaching and learning. However, many lessons include practical activities ensuring all pupils are well involved. For example, in a Year 10 lesson, pupils debated discrimination in the work place, which captured the imagination of all, including pupils with special educational needs. Learning is successfully helped by the pupils' good and positive attitudes. In a Year 10 history lesson, pupils were challenged about Roman civilisation. The idea of living in a civilised society generated discussion about the law, toleration, respect for others and public hygiene: it showed that pupils are becoming more aware of their role as citizens. Teachers encourage pupils to share opinions with others and develop their own ideas through open discussion, as exemplified in a Year 11 lesson on "What is legal at 16 and 18". Marking and assessment of pupils' progress are inconsistent. Citizenship, in subjects, is not made sufficiently explicit and given a high enough profile. Opportunities are missed in tutorials and lessons, for instance, in a Year 8 drama lesson when making mention of Baghdad and its rulers. Consequently, pupils are often not aware that they are becoming better-informed citizens.
135. The co-ordinator gives good clear vision and direction. Working with colleagues, he has brought some structure through the development of a separate examination course for Years 9, 10 and 11. The course in Years 7 and 8 does not ensure coverage of the subject. At present, there are insufficient systems to enable monitoring of progress or ways to judge achievement over time. Citizenship was not a curriculum subject at the time of the previous report.

## SUBJECTS AND COURSES IN THE SIXTH FORM

In the inspection, ten subjects and courses were inspected and are reported on in detail. Work in other subjects and courses was sampled and contributed to the overall picture of teaching and learning in the school. The table below shows entry and performance information for the one-year cohort completing an AS course in 2002. The table excludes subjects where the numbers entered were too few to make a comparison with national figures.

### Level 3 GCE AS level courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Biology	6	100	81.6	16.7	3.2	31.7	33.2
Business Studies	5	40	89.1	0	31.7	10.0	35.4
Chemistry	7	42.9	84.8	0	36.9	11.4	35.2
General Studies	62	95.2	78.6	35.5	25.7	39.4	30.0
History	9	88.9	91.8	11.1	37.2	32.2	37.8
Information Technology	11	90.9	78.2	54.5	20.6	44.5	28.5
Mathematics	13	38.5	74.2	0	34.3	11.5	31.3
Other Sciences	5	100	83.4	20	32.3	40.0	33.4
Other Social Studies	8	100	83.2	50	32.5	46.3	33.6
Sociology	8	50	83.7	0	33.6	15.0	33.8
Sports / PE Studies	6	50	88.2	16.7	27.7	20.0	33.8

### Level 3 GCE A level and VCE courses

Subject	Number entered	% gaining grades A-E		% gaining grades A-B		Average point score	
		School	England	School	England	School	England
Art and Design	13	100	96.1	53.8	48.7	89.2	85.1
Biology	19	95	91.6	45.0	36.3	85.0	74.1
Business Studies	10	100	96.4	10.0	32.8	68.0	76.5
Chemistry	10	90	94.0	70.0	45.9	104.0	81.1
Communication Studies	8	100	98.3	50.0	36.8	92.5	81.1
English / English Language	17	100	98.3	70.6	36.5	96.5	80.1
English Literature	14	100	98.5	35.7	43.7	84.3	84.3
French	5	100	96.2	4.0	46.1	84.0	83.0
Design and Technology	11	100	95.3	45.5	35.5	87.3	76.5
Geography	24	100	97.1	50.0	40.5	98.3	80.9
History	13	92.3	97.1	23.1	41.0	73.8	81.2
Mathematics	21	95	93.3	62.0	52.2	93.3	84.7
Law	15	100	94.3	80.0	38.9	102.7	77.7
Physics	16	87.5	92.8	37.5	42.8	73.8	78.6
Sociology	15	100	95.4	60.0	29.6	88.0	79.1
Sports / PE Studies	10	100	95.4	20.0	29.5	72.0	73.2

Leisure and Recreation	5	100	86.9	20.0	12.7	68.0	58.3
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## ENGLISH, LANGUAGES AND COMMUNICATION

### English

The focus of the inspection was English language and literature. Lessons were also sampled in English literature. One AS level lesson was seen. Standards are above average and teaching and learning are very good. Expectations are high and students are confident, they contribute their ideas well. Achievement is good: students have moved on quickly from their work at GCSE.

Provision for English language and literature is **very good**.

### Main strengths and weaknesses

- Students achieve very well and reach above average standards.
- The quality of teaching and learning is very good.
- Positive relationships between students and with teachers contribute to progress.

### Commentary

136. In each of the last three years, results have been better than the national average especially for the proportion gaining the highest grades (A-B). Work seen indicates that these above average standards are continuing and students are achieving very well.
137. Classes in Year 12 have already adapted very well to the increased demands of AS level studies. They work well individually and in groups, for example preparing to report their views to the full class. They are fluent speakers who are confident in mature discussions, where everyone's opinions are valued. Most write very effectively in both creative and analytical forms, as they both express personal judgements and use evidence to support their judgements well. They usually write well but, occasionally, their attempts to achieve stylistic effects obscure, rather than embellish, meaning.
138. Already considerable strengths are developed further in Year 13. Students are very well prepared for examinations and know how their work will be assessed. In one lesson, students analysed lines from 'Othello' and were then provided with an example of a sample candidate's analysis together with the chief examiner's comments. Their assessment of the answer and the grading of the work demonstrated both their good understanding of the play and their ability to make balanced judgements based on evidence.
139. The quality of teaching is very good. Teachers have very good understanding of the aspects of language and literature they teach. They make sure students know what to do and, to use time efficiently, set short time limits for completing the work. Teachers question skilfully both to confirm students' understanding and to deepen it; they will not accept superficial answers. Teachers' energy, enthusiasm and high expectations consistently make students enjoy their work, not least because their contributions are always valued. Students draw on teachers' guidance and on their own thinking and experiences to develop considerable independence.
140. The course is well matched to the interests and abilities of students and to the skills and interests of teachers. It is well organised and most pupils who begin the course complete it successfully.

### Language and literacy across the curriculum

141. Students show good literacy skills across the full range of subjects. There are good opportunities to develop discussion, close analysis of written evidence, and writing in a wide

range of styles; these skills are actively promoted both as key communication skills, and as preparation for immediate and future examination requirements.

## **Modern Foreign Languages**

### **Spanish**

Provision in Spanish is **unsatisfactory**.

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

- Standards are below average and students achieve less well than they should.
- Students' attitudes are positive and they have good relationships with their teachers.
- Standards in speaking and responding are below average.
- Students' progress is severely hampered by poor co-ordination between teachers and lack of continuity in lessons.

#### **Commentary**

142. Achievement is unsatisfactory. Students in Years 12 and 13 write accurately, but they are too dependent upon guidance and written notes to speak fluently and respond spontaneously in discussions and debate. They have a satisfactory understanding of Spanish culture and society but do not use this knowledge sufficiently to illustrate their arguments and accounts. The department is taking appropriate action to improve this.
143. A/S and A-level results in 2002 were below average. In 2003, results remained below average. Students have positive attitudes towards their learning; they appreciate the help and guidance given by their teachers and the opportunities they have to work independently to develop their listening skills. They are, however, concerned about continuity in a course taught by four different teachers.
144. Teaching and learning are satisfactory. Teachers have good knowledge of the subject and use the language extensively and very effectively to conduct lessons and develop listening skills. Lessons are well planned with well-sequenced activities designed to enable students to extend their range of language. Teachers question skilfully, but their concern for students to succeed sometimes results in students depending on them too much in speaking tasks; they don't have enough scope to make their own mistakes, at their own pace, and to learn from them. Day-to-day assessment is good and students are well informed about how to improve their work.
145. Leadership and management of the subject are unsatisfactory. Retention to the end of the course is satisfactory. Although students make appropriate progress within individual lessons, the way the course is organised and the lack of effective co-ordination and communication between the teachers involved, severely hampers students' progress overall and results in significant underachievement.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- A level results have been consistently above national average.
- Teaching and learning are good; teachers know examination requirements inside out.
- Retention rates are high and the subject is generally a popular choice for students.

- ICT is not sufficiently used to support students learning.

## Commentary

146. A-level results have been above average, although those in 2003 suggest a marginal dip to broadly equal to previous national averages. The current Year 13 provisional results at AS level are very good with most students continuing their studies from Year 12. Students are recruited having secured the highest grades at GCSE and have then achieved well to gain A or B grades at A-level. Recruitment is good and greater proportions of boys choose the subject than is the case nationally. Boys out-perform girls. There are effective opportunities for students to re-sit GCSE.
147. Work seen during the inspection reflects the trend of results prior to 2003. Achievement is good. In Year 12, very good work was seen in various modules where students had a sound grasp of mechanics and made effective use of prior knowledge. Work is often well presented and marked frequently, with good guidance for improvement. No evidence was seen of the use of ICT in lessons, or in students' work.
148. Teaching is good; it leads to good learning. Teachers plan their work methodically, they have very good subject knowledge and explain the work from first principles, which, together with additional support, is well received by students. Teachers are well respected; as a result the climate for learning is very good and contributes to the progress students make. A very good Year 13 lesson included a thorough review and then a further development of the subject, helping students in calculating the gradient to a curve and hence the approximation to a solution. Good relationships bring about students' engagement in lessons, however students generally remain reluctant to start or pursue open dialogue.
149. The subject is well led and managed, and the results over time are a testimony to the quality of teaching and learning.

## Mathematics across the curriculum

150. There is no specific policy for mathematics across the sixth form though individual subjects help students improve their technical language and higher-level analytical and evaluative skills in the range of numerical work required for A-level work.

## SCIENCE

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

In 2002 results in chemistry were very high in relation to all schools nationally. This was repeated in 2003 with four out of five students attaining a high grade. One Year 13 chemistry lesson was observed: students learnt well about different opposing reactions by writing an examination question and mark scheme that was tested on the rest of the group.

More students choose physics and results are more varied. Results in 2002 were below national figures and students did less well than in other subjects in the school. A third of the large number of students, mainly boys, attained the higher grades. In 2003 results were similar: the few girls who took the subject all attained a high grade but only a fifth of the boys. In a Year 12 physics lesson, students learnt very well because the teacher's very good subject knowledge and first hand industrial experience sustained students' interest. Their knowledge was constantly challenged as they answered examination questions on mechanics written by their classmates.

## **Biology**

Provision in biology is **good**.

### **Main strengths and weaknesses**

- Teaching is good and develops students' independence as learners.
- Lessons are well put together with different activities to help students learn.
- Very good relationships between students and teachers help to raise standards.
- There are few opportunities for the staff to attend courses or share ideas.

### **Commentary**

151. A-level results in 2002 were well above the national average and were an improvement on previous years. Almost half of the candidates attained a high, A or B, grade, with girls doing better than boys, but overall, candidates did less well in biology than in their other subjects. The 2003 results were very similar. AS level results were above average in 2002, with half the girls, but fewer boys, attaining the highest grades. In 2003, boys outperformed girls at AS level, but there was a drop to 50 percent in the pass rate.
152. Biology recruits well but not all students complete the first year of the course. Those going into the second year all complete the course. Overall, results exceeded predictions in 2003 and achievement was satisfactory, given the students' different GCSE starting points.
153. Teaching is good and students learn well because the methods used develop independence and confidence. The teachers' very good subject knowledge is put to good use in a variety of ways to present the subject. In most lessons there are plenty of opportunities for students to work on their own or in groups. Students' research skills are developed effectively and they learn well by tasks such as presenting their findings to others about, for example, the parts of the cell. Several students produced very good presentations at above-expected standards, whilst most reached standards in line with course expectations. Knowledge is successfully reinforced when students have to write their own examination questions to test their peers or by practical activities such as dissection.
154. All students apply themselves very well and relationships are very good. Files, which show satisfactory standards and achievement, are well organised with completed work and notes made to extend classwork, allowing students to learn well and to achieve satisfactorily. Often used, examination questions are marked thoroughly, with good guidance on how to improve. Many students are very appreciative of the help they receive from their teachers both in and out of lessons. However, there are insufficient opportunities to exchange ideas and attend courses for a staff relatively new to A-level teaching.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

Students have satisfactory skills to enable them to use information technology to extend their studies. There are adequate resources for private study.

## **HUMANITIES**

**History** was inspected in depth, and lessons in geography, law and psychology, and critical thinking were also sampled.

A-level geography results are above average; these were reflected in the work seen in Year 12. Very good teaching and learning were founded on a combination of the teacher's deep knowledge, good use of available resources, very good working relationships with students whose attitudes were very good.

Good teaching and learning in law included skilful questioning and a good pace to the lesson which led to good achievement; standards are above average.

Students in Year 12 find the ideas in psychology challenging, but good teaching is helping them to gain a good understanding. Evaluation skills are less well developed. Standards are average.

In an excellent critical thinking lesson the huge leap which students had made since coming into Year 12 was very apparent. A very high level of challenge was met with enormous enthusiasm as students developed and shared sophisticated intellectual arguments. Standards were well above those expected.

## **History**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Good teaching equips students with the skills essential for success in examinations.
- Very good assessment helps student achievement.
- Students' knowledge and some aspects of understanding are insufficiently developed.
- Poor timetabling and insufficient book resources hinder students' learning.
- Students' attitudes are very positive.

## **Commentary**

155. Good teaching makes sure crucial skills develop very systematically in well-planned lessons where students are consistently challenged to think things out for themselves. Time is well used and students work hard. As a result, students achieve well; they reached above average grades at AS level in 2002, and the 2003 results improved further. There was some loss of momentum in A-level over the past two years, with below average results, particularly at the highest grades, but achievement remained satisfactory.
156. Year 12 and Year 13 students make good progress in their analytical writing, though they sometimes revert to narrative when unsure. Students can use and evaluate historical sources effectively to pick out and use information. They understand different historical interpretations and use these effectively in answers, though sometimes at the expense of developing their own conclusions. The very small number of students with special educational needs makes good progress. Students regularly assess work themselves using examination criteria. Teachers also assess work regularly and very thoroughly, giving students a clear understanding of how they are doing and how to progress towards their targets. They then use these assessments and students' self-evaluations effectively to refocus their teaching and planning.
157. Students' knowledge is satisfactory and their understanding is good. Students do not always have the very detailed knowledge, which would allow them to write comprehensive, well supported arguments that are very important at A-Level. In a good Year 12 lesson on Pitt and the French revolution, the teacher carefully checked students' factual knowledge. In some other lessons, teachers spend too little time asking questions to check knowledge and understanding at higher levels.

158. While the head of department provides good leadership, working across the split site inhibits monitoring, teamwork and the sharing of good practice. The Year 12 group suffers particularly from poor timetabling with half of their total time allocated all at once, after the end of school. This makes it difficult for them to sustain their concentration and affects standards. Though students have good access to information technology, book resources are insufficient so students do not do enough independent reading to help them develop depth in their knowledge and understanding.
159. Students have very positive attitudes towards the subject and their teachers. In class, they work very well, both individually and in collaboration with others. Recruitment to the subject is healthy and retention is good: almost all students who embark on the courses complete them.

## **ENGINEERING, TECHNOLOGY AND MANUFACTURING**

The focus subject was **graphics with materials technology**. Lessons were also sampled in textiles and resistant materials.

In an A-level textiles lesson, teaching and learning were very good. The teacher provided highly motivating work on recyclable materials for dressmaking, which inspired students to work creatively. Students reach very high standards in both practical skills and their knowledge and understanding of design and materials. Students' achievement is very good in relation to prior attainment and all are exceeding targets set for them.

In an AS resistant materials lesson, students were achieving well, exceeding the targets set for them. This is because the quality of teaching is very good, students work hard and they are very keen to learn. They have good practical skills and good knowledge of the materials and processes they use. Students choose to work on ambitious projects and are inspired by the work of famous craft persons, for example in the world of chair design.

### **Design and technology**

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

### **Main strengths and weaknesses**

- Students achieve well and reach above average standards in examinations.
- Teaching, learning and relationships are very good.
- Teachers check students' progress closely; they give very good guidance on how to improve.
- Students learn to work independently and manage their work very effectively.
- Students do not use their very good knowledge when explaining their coursework.

### **Commentary**

160. Standards are above average in Years 12 and 13. AS and A-level results have been above average over the two years in which students have been examined. In Year 12, students have adapted very well to the extra rigour of work demanded: they show keen interest. Students have good drawing skills and communicate their ideas very effectively using hand drawn and computer images; their presentation skills are very high. In Year 13, students plan ambitious projects with real clients with whom they keep in touch throughout the life of the project. This enables them to modify their plans to meet the needs of end users and to produce high quality work. They use very good practical skills to make 3-dimensional models as further checks on quality and practicality. Students' understanding of the work is secure so they are able to provide answers and explain work when asked direct questions. Higher attaining students express their ideas very well in writing, but, like others, do not always go into enough depth in analysis of their work or justify their decisions against set criteria.

161. Achievement is good in Years 12 and 13, largely because students are very well taught and they have very positive attitudes to learning. They manage coursework very well so that they are able to meet deadlines with time to spend on improving their work when necessary. Students learn extra skills to meet the requirements of their projects, for example architectural drawings or interior design. By Year 13, students have gained significantly in both their academic and personal development. They work independently and discuss their work confidently.
162. The very good relationships between teachers and students result in mutual respect and very high levels of co-operation. Teachers have very good subject knowledge and their enthusiasm for the subject inspires students to work creatively and to aim for high standards. Teachers monitor their progress closely and provide very good constructive criticism. Teachers show very good understanding of how students learn and plan work to match their individual needs; they select very effective methods to enable them to learn effectively about design and how to work productively with their clients.
163. Leadership is good and courses are very well managed. Graphics and materials technology was not taught at the time of the previous inspection, but is now a valued addition to the curriculum.

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

The focus of the inspection was on **art, dance and music**.

Work in media studies, theatre studies and music technology was also sampled. The standard of work in Year 12 media studies is average. Good teaching, where fluent delivery maintains a good pace, is complemented by the motivated, purposeful and enquiring approach of students so they learn and achieve well.

Very good teaching in theatre studies leads to high motivation, so students make rapid progress; it enables less experienced students to keep up with the rapid pace of learning.

Music technology is being taught for the first time in Year 12. Uptake is good, although only boys have chosen for the subject, counter-balancing the preference of girls to select A-level music. One lesson was observed in which students developed their own arrangements as MIDI files. Teaching and students' achievement is satisfactory, with all having appropriate sequencing expertise, although with variable grasp of technical details, such as input techniques and time code. The attitudes of the students are positive.

### **Art**

Overall the quality of provision in art is **very good**.

### **Main strengths and weaknesses**

- Standards are above average and continue to improve.
- Students progress rapidly and achieve well as a result of very effective teaching.
- Students work hard, they have very good attitudes and relationships with teachers.
- The subject is well managed.

## Commentary

164. A-level results that were above average in 2002 fell a bit in 2003. In Years 12 and 13, students show flair and imagination and are producing work of quality and originality. Most students are confident when working with a variety of materials and resources. The students are articulate when discussing their work and proud of their achievements. Their attitude towards the subject is very good, and is a major contributor to the quality of the work produced and the very good progress being made. Achievement is good because of the opportunities on offer combined with very good support from teachers. Students' work, research and personal studies demonstrate good craft skills and an increased awareness of art and artists and recognition of the need for quality and originality in their work.
165. Lessons are challenging and well planned. Classroom organisation and management are very effective and the relationship between the teachers and the students is often excellent. Regular references are made to the work of significant artists and cultures in order to raise creative and visual appreciation and develop critical thinking skills. Assessment is effective: students are aware of expectations and know how to improve their work. Work is monitored on a regular basis and assessment is used effectively to reshape teaching and lesson planning. The students are well aware of the teachers' high expectations and their own strengths and weaknesses.
166. Leadership and management are both good. Recruitment and retention are good. There is clear vision and very effective planning, which promotes high standards in lessons. The teachers work as a very effective team with complementary skills. The quality of teaching is monitored effectively. Teachers maintain detailed records, targets are set for achievement, and retention and attendance rates are monitored closely.

## Dance

Provision in dance is **good**.

### Main strengths and weaknesses

- Very good leadership inspires a real enthusiasm for dance.
- Students achieve well as a result of good teaching.
- Very good extra-curricular provision extends and enhances the dance curriculum.
- Marking of coursework does not always let students know what progress they are making against targets set.

## Commentary

167. Dance is a new subject in the sixth form. Recruitment and retention rates are satisfactory with six students now in Year 13 after successfully completing the AS course, and seven studying AS level in Year 12. Standards in both years are average overall, but students work hard and achieve well considering their relative lack of dance knowledge and experience prior to starting the course.
168. In Year 12, students show that they understand different choreographic devices and can apply them effectively. Year 13 students can identify the differences between narrative and abstract music as they discuss the relationship between dance and music. They develop good independent learning skills, for example whilst creating a group dance to abstract music of their own making, and comment on the sense of achievement they feel in working together successfully.
169. Good teaching reflects very good subject knowledge and infectious enthusiasm. Students speak of their own enthusiasm for dance with conviction, and they work with motivation and

commitment. Good relationships between staff and students are evident, and students appreciate the individual support and guidance. They say the teachers are 'always there for them'. Teachers have high expectations, and set a demanding pace. On occasion, when students are left to set their own pace, a few do not use the time effectively. Assessment in lessons is good, clearly indicating how students can improve, but coursework is marked less effectively.

170. Leadership is very good; a great deal has been achieved since dance was introduced into the performing arts curriculum two years ago. A clear vision and direction focuses on raising standards of performance. An extensive extra-curricular programme enriches the dance curriculum and is well supported by students. There is good management. Assessment data is used effectively to predict grades and set individual targets. Effective monitoring of the subject's performance is in place. However, the head of department, a newly qualified teacher, has a demanding workload and is in danger of being over-stretched.
171. Very good progress has been made since the previous inspection. Although there are no examination results to report, A-level courses are now in place, and students are achieving well as a result of good teaching.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Due to good teaching and extension opportunities, standards are above average and students' achievement is good.
- Students' attitudes to the subject and to their work are very good.
- Key skills in communication are well integrated into the course.
- More girls than boys choose the subject.

### **Commentary**

172. Although only a small number of students take music each year, aggregated results show that above average standards are attained in A-level examinations, reflecting good achievement by the students. Retention rates are good. Good achievement was observed in work seen during the inspection. Teaching is methodical and focuses students' thinking clearly on the requirements of the examinations. It encourages students to think for themselves and use ICT and dictionaries to support their learning. Students make PowerPoint presentations of their prescribed works, use music software well for composing and research topics through the Internet.
173. Students are conscientious in their note taking, respond well to open-ended questions on set works or when composing, and receive good feedback on their work from teachers. Most perform well on instruments and exploit the many extra-curricular opportunities to develop skills of ensemble playing and to take responsibility, such as leading the orchestra. Lack of rigour and detail in musical demonstration and illustration in analytical study limits the pace of learning, and opportunities for consolidating technical language are occasionally overlooked. Students have very good attitudes to their study and give selflessly of their time to enrich the musical life of the school.
174. The subject is well led and managed, benefiting from four teachers with complementary areas of expertise. Key skills in communication are well developed through music and the very good accommodation and resources have a strong impact on learning. A compromise solution has been found for one student whose timetable clashes with mathematics, giving sufficient extra support for her to take music as well. Students benefit from the performing arts college initiatives, good collaboration with the county music services, and the very good extra-

curricular musical life of the school. There has been good progress since the previous inspection.

## **HOSPITALITY, SPORTS, LEISURE AND TRAVEL**

No courses were inspected in this curriculum area.

## **BUSINESS**

### **Business studies**

Provision in business studies is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement overall is good and students usually gain at least a pass in the subject.
- Individual support and guidance for students in and out of lessons is very good.
- Whilst the quality of teaching is satisfactory, with excellent student-teacher relations, some aspects are unsatisfactory.
- The department is led and managed effectively, but there is no strategic development plan.
- Industry links are underdeveloped.

### **Commentary**

175. The eighteen students who completed the one-year AS level course in 2003 all gained a pass with grades at least in line with those predicted. Results are generally below the national average. In 2003, all but one of the fifteen students completing the full A-level obtained a pass. The department has now broadened the range of business qualifications by offering an extra A-level in economics and business studies combined, which students have taken up enthusiastically. Recruitment and retention are good.
176. Good achievement is the result of the very good and much appreciated individual help and guidance students receive in and out of lessons. Students work conscientiously and co-operatively in class and student/teacher relations are excellent. With this and the generally satisfactory teaching, the well-prepared teachers ensure that learning in lessons is both pleasant and usually productive. In a good Year 13 lesson, the teacher's well-structured, challenging questions ensured all made progress in understanding the effects of European integration on business strategy. Students have grasped the fundamentals of business terminology well and are able to apply these to relevant situations, for example in discussing the effects of interest rate rises as a means of combating inflation.
177. Teaching is satisfactory; some better technique was evident in a good Year 12 lesson where students worked conscientiously in groups and made presentations on business motivation theories. The teacher had a clear understanding of the precise skills, knowledge and understanding to be developed. Methods were stimulating, and students did most of the work. Finally the teacher checked understanding with challenging questions.
178. Students have very good access to computers and use them effectively to research business topics on the Internet and in word processing work. Students' work is assessed appropriately, their progress is checked and all have target grades to aspire to. The subject is effectively managed with recently rewritten schemes of work providing a more structured programme and the three teachers make the best use of their business knowledge and experience. However, industry links are under-developed as a further source of material and stimulus for

learning. Some of the teaching rooms used are unsuitable for the delivery of stimulating business lessons.

## **HEALTH AND SOCIAL CARE**

No courses in this curriculum area were inspected.

## **PERSONAL DEVELOPMENT AND GENERAL PROGRAMMES**

Work in the enrichment and personal development courses was sampled. Students working towards a community sports leaders' award achieve very well. They are highly motivated and very well taught so that they respond well to practical challenges, and see the qualification as valuable and relevant.

Moral and ethical thinking does not stretch students because the work is not planned to explore issues to a suitable depth.

Individual student tutorials are a useful check on progress, and helpful in focusing students on how they are doing and making sure, for example, they are up to date with application requirements.

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

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

