

# INSPECTION REPORT

## **BARNHILL COMMUNITY HIGH SCHOOL**

Hayes, Middlesex

LEA area: Hillingdon

Unique reference number: 131639

Headteacher: Mr Ian Marshall

Lead inspector: Stuart Farmer

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> November 2003

Inspection number: 259368

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Comprehensive
School category:	Foundation
Age range of students:	11-18
Gender of students:	Mixed
Number on roll;	1093
School address:	Yeading Lane Hayes
Postcode:	UB4 9LE
Telephone number:	020 8839 0600 / 0685
Fax number:	020 8839 0661
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Major
Date of previous inspection:	Not previously inspected

## CHARACTERISTICS OF THE SCHOOL

This new 11 to 18 school was established just over four years ago in response to growing need and immense pressure from the local community. It was the first Private Finance Initiative [PFI] school to be set up, but the second to open. The partnership with the private provider, JARVIS, has inevitably been a developing one within the framework of a contract designed to deliver a quality learning environment for 25 years. The school has grown rapidly, taking in new students and staff each year. The first students have now reached Year 11 and will take their GCSEs in summer 2004. The school's sixth form will be launched in September 2004, preparations are well in hand and there is much interest within the community. Currently there are 1093 students in the school, the majority of whom live in Hillingdon or neighbouring boroughs. The school is popular and is vastly oversubscribed. When students join the school at the end of their time in primary schools their attainment is below average. About 20 per cent of the students have special educational needs. Although over 40 per cent of the students are from a wide range of minority ethnic groups there are only 23 for whom English is not the home language. Most students at the early stages of learning English are in Key Stage 3. In the last two years the numbers have increased although are still comparatively few in number when compared with many other local schools. An above-average proportion of the students are eligible for free school meals and this reflects the fact that, according to the latest Acorn survey, two thirds of the school's families come from the two lowest socio-economic groups. The school is increasingly working in collaboration with other schools, colleges, businesses and community partners in order to raise both quality and standards. A 'Sportsmark' application has recently been submitted.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1968	Stuart Farmer	Lead inspector	
9880	Tony Comer	Lay inspector	
1068	Jan Allcorn	Team inspector	Mathematics English as an additional language
3162	Philip O'Neill	Team inspector	English
32777	Jim McVeigh	Team inspector	Science
12331	Vera Grigg	Team inspector	Design and technology
28899	Graham Sims	Team inspector	Modern foreign languages
4223	Garth Collard	Team inspector	Citizenship Geography
31385	Neil Gillespie	Team inspector	Information and communication technology
4834	Richard Frostick	Team inspector	Music
18888	Jan Boulton	Team inspector	Physical education
3555	Carol Emery	Team inspector	Business education
11190	Winifred Burke	Team inspector	Art and design
24339	Joyce Mackley	Team inspector	Religious education
33173	Malcolm Doolin	Team inspector	History Special educational needs

The inspection contractor was:

Altecq Education

102 Bath Road  
Cheltenham  
Gloucestershire

GL53 7JX

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Barnhill Community High School is an effective and improving school, which provides its students with a satisfactory quality of education. The principles of best value are followed rigorously and it provides satisfactory value for money in the areas directly under the school's control.

The school's main strengths and weaknesses are:

- The headteacher has clear vision, a sense of purpose and very high aspirations for the school. His leadership and that of other key staff is **good**. Overall, governance is **good** and the governing body is a strength of the school. The school is increasingly collaborative and its links with other schools, colleges and the community are **very good**.
- In spite of the school's very rapid growth, teaching and learning are both **good**. Lack of consistency in such things as assessment, which **ranges from excellent to unsatisfactory**, reflects the fact that more than half the staff joined the school in September 2003. As a result of good teaching students' achievement, including those with special educational needs, is **good** with particular strengths in art, design and technology, ICT and physical education, but weakness in mathematics.
- Achievement and provision in mathematics are **unsatisfactory** but leadership and management of the department are **good**.
- The way that the school manages students' care, welfare, health and safety is **very good**. It provides them with good opportunities for enrichment in high quality accommodation with good resources. For this, and many other reasons, the students like their school and are proud to belong to it.
- Students' attendance is **unsatisfactory**, though punctuality is not an issue.
- The breadth of curricular opportunities is **unsatisfactory** because statutory requirements are not met in religious education and citizenship. Not all students are able to participate in daily collective worship.
- The contribution of links with parents to students' learning at school and at home is **unsatisfactory**.

There has been **very good progress** and much **well managed change** over the past two years. Although the school has not been inspected previously by Ofsted, the February 2001 LEA Support Plan identified a wide range of weaknesses requiring urgent attention. Following the appointment of a new headteacher, and the development of a new senior management team, clearly identified tasks have been completed, or have become ongoing developments in this expanding school. The future of Barnhill Community High School is now secure and it will continue to grow until 2007. The positive partnership with the LEA continues to develop, and the school is no longer considered to be a cause for concern by them.

### STANDARDS ACHIEVED

**Year 9 results** - these are the only national results currently available for the school.

Results in National Curriculum tests at the end of Year 9, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	n/a	n/a	C	C
Mathematics	n/a	n/a	E	E*
Science	n/a	n/a	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose students have attained similarly at the end of Year 6.*

Achievement is **satisfactory** in Years 7 to 9 and **good** in Years 10 and 11. Students with special educational needs often achieve standards that are higher than expected. Results in the tests at the end of Year 9 in 2002 were below the national average overall. However, when compared with

similar schools on the basis of the percentage of students eligible for free school meals, Barnhill's results appear much better. The percentage of students gaining Level 5 or above in English and science was in the top quarter of these schools. The results for mathematics were below the average for similar schools. The percentage of students gaining Level 6 or above in science was very high, again in the top quarter of these schools. In English and mathematics the percentage gaining this level was also high, putting Barnhill in the top 40 per cent of similar schools. All ethnic groups attained above LEA averages at Level 5 in all core subjects with the exception of white UK students particularly in mathematics. Results in 2003 for English and science were below the national average, but in mathematics students' attainment was in line with the national average. Girls' results are significantly better than those of boys in English but girls' results are not significantly better than boys when compared to expectations. Their results are similar in mathematics and science. Although the school will eventually cater for the whole 11 to 19 age range, there will be no Year 11 results until 2004. However, a few students took their GCSE English early and in the most recent GCSE examinations their overall pass rate exceeded the national average. The first Year 13 results will be published in 2006.

Attendance is **unsatisfactory**, being below the national average but, overall, punctuality is **satisfactory**. Students' attitudes to their learning and their behaviour are both **satisfactory**. Overall, other aspects of students' personal development are also **satisfactory** and the school's work to promote them is **good**. Provision for students' spiritual, social, moral and cultural development is **satisfactory**.

### QUALITY OF EDUCATION

**Teaching is good overall and ensures good learning.** Teaching is best in Years 10 and 11. At Key Stage 3 it is in Year 9 that there is a significant amount of unsatisfactory teaching. Although assessment is a great strength in some subjects it is **unsatisfactory** overall limiting the effectiveness of both teachers and learners. Care, guidance and support are **good** because the school ensures that students are very well cared for and protected. They receive **satisfactory** support, advice and guidance about their achievements and their personal development. They are successfully involved in the school's work and development. Overall, the school's links with parents are **satisfactory**, its links with the local community are **good** and its links with other schools and colleges are **very good**. Provision for pupils with special educational needs is **very good**.

### LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher, senior management and other key staff provide **good** leadership and the management of the school is **satisfactory**. The governing body is highly effective and so governance is **good**. However, the school is in breach of its statutory duties in relation to the curriculum and this is **unsatisfactory**.

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

Parents who completed the questionnaire, attended the parents' meeting or wrote to the inspection team have mixed views of what the school provides and achieves. A minority of parents disagree with the majority view that students behave well, that they are kept well informed, that the school consults parents and takes account of their views, and that the school provides appropriate homework. Evidence suggests that the concerns about behaviour are to some extent justified. Homework is set, but its quality and regularity are inconsistent across the school. The information that parents receive is very good, varied, frequent and useful. Opportunities occur throughout the school year for parents to discuss their children's progress and to express their views. The school makes considerable efforts to encourage parental involvement in the life of the school. Not all parents cooperate fully with the school in its efforts to improve attendance. The students' views about their school were overwhelmingly positive throughout the inspection, though in the students' questionnaires they raised some concerns about behaviour and bullying. These are issues that are very important to them and they have confidence that the school deals with these well when they arise. Students are immensely proud of their school.

## **IMPROVEMENTS NEEDED**

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

- Continue to develop and utilise structured lesson observations in order to determine what action to take to ensure consistency in the quality of teaching and learning in all subjects.
- Review, complete and implement the school's assessment policy so that assessment informs every aspect of teaching and learning across the school, drawing on the school's existing good practice.
- Improve the co-ordination and implementation of literacy, numeracy and ICT strategies so that there are consistent approaches across all subjects.
- Review its procedures for monitoring and promoting good attendance with particular reference to partnership with parents and the commissioning of the school's electronic registration system.

and, to meet statutory requirements:

- Improve provision for religious education so that the locally agreed syllabus can be covered and the GCSE short course is reinstated for students' part way through the course.
- Complete the introduction of citizenship as a national curriculum subject ensuring that it is properly coordinated, developed, reported and assessed.
- Ensure that the school meets the requirement to provide its students with a daily act of collective worship.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY STUDENTS

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

Achievement is **satisfactory** in Years 7 to 9 and **good** in Years 10 and 11. Standards across Years 11 to 16 are **satisfactory**. Key Stage 3 test results are below national averages, but **compare well** with those of similar schools placing Barnhill in the top 40 per cent. There are differences in achievement related to gender such as boys in English, but overall there are no very significant variations in the achievement of different groups of pupils.

#### Main strengths and weaknesses

- Achievement is good in relation to students' standards when they enter the school.
- Standards achieved by students at the age of 14 are below the national average but are above the average for similar schools.
- Standards and achievement are good in discrete ICT, design and technology, art and design, business education and physical education.
- Students with special educational needs often achieve standards that are higher than expected.
- Standards in religious education and citizenship are compromised by poor provision.
- There are weaknesses in literacy, numeracy and cross-curricular ICT, which have a significant impact across the curriculum.

#### Commentary

##### Key Stage 3

*Standards in national tests at the end of Year 9 – average point scores in 2002 [the school's first Key Stage 3 cohort]*

Standards in:	School results	National results
English	32.9 (n/a)	33.3 (33.0)
Mathematics	31.9 (n/a)	34.7 (34.4)
Science	33.6 (n/a)	33.3 (33.1)

*There were 181 students in the year group. Figures in brackets are for the previous year*

1. There are no real trends yet as Key Stage 3 results are only available for 2002 and 2003. Results in the tests at the end of Year 9 in 2002 were overall below the national average. However, when compared with similar schools on the basis on the percentage of students' eligible for free school meals, Barnhill results are much better. The percentage of students gaining Level 5 or above in English and science was in the top quarter of these schools. The results for mathematics were below the average for these similar schools. The percentage of students gaining Level 6 or above in science was very high, again in the top quarter of these schools. In English and mathematics the percentage gaining this level was also high, putting Barnhill in the top 40 per cent of similar schools. All ethnic groups attained above LEA averages at Level 5 in all core subjects with the exception of white UK students, particularly in mathematics. Results in 2003 for English and science are below the national average, but in mathematics, students' attainment was in line with the national average. Results in English and science were in line with similar schools. Girls' results are significantly better than those of boys in English. Their results are similar in mathematics and science.
2. **Year 11 results** – there will be no Year 11 data available until the school's first Key Stage 4 results are known in 2004. A few students took their GCSE English early and in the most

recent GCSE examinations their overall pass rate exceeded the national average. This represents standards that are better than those found in similar schools.

3. **Year 13 results** - there will be no Year 13 data available until the school's first post-16 results are known in 2006.
4. The achievement of students in the school is satisfactory in Years 7 to 9 and good in Years 10 and 11. They build well on the below average levels of attainment they bring to the school. Most make good progress as they move through the school, including those with special educational needs. This results from the good teaching and initiatives such as the provision of 'learning mentors' who provide very good support for learning and also encourage inclusion. In English most students achieve well as a result of good and very good teaching. In mathematics overall achievement is unsatisfactory because of the inconsistent teaching quality. In science students enter Year 7 with below average standards but progress on to achieve satisfactorily.
5. There are a number of other subjects within which students achieve well. Taking into account their average overall standard on entry to the school, achievement in art and design is good in Years 7 to 9 and very good in Years 10 and 11. In design and technology students achieve well, including those with special educational needs, who are well supported by the teachers and the learning support assistants. In physical education co-operative, evaluative and team building skills are developed well in the sports education and junior sports leadership lessons and students' achievement is good. Achievement is good in business education with many students achieving better than their predicted grades because the lessons are well planned and cater for the different abilities of students.
6. Achievement in music at both key stages is good overall. In religious education, up to July 2003, most students were achieving in line with the expectations of the Hillingdon Agreed Syllabus or national standards at Key Stage 4, however, achievement is now unsatisfactory due to staffing difficulties and lack of provision. Achievement in citizenship is compromised by staffing difficulties and poorly planned overall provision.
7. The whole school development of literacy is a weakness with the consequence that a significant minority of students persist in inaccuracies in spelling, punctuation and the formation of sentences. Students' numeracy skills are not good enough to support work across the curriculum as well as they might and are overall below levels expected nationally. As with literacy, the responsibility for numeracy across the curriculum is not clear. Although achievement in ICT is good, the cross-curricular use of new technologies is underdeveloped, limiting achievement in subjects such as music.

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

Attendance is **unsatisfactory**, being below the national average but, overall, punctuality is **satisfactory**. Students' attitudes to their learning and their behaviour **are both satisfactory**. Overall, other aspects of students' personal development are also **satisfactory** and the school's work to promote them is **good**.

### **Main strengths and weaknesses**

- The procedures to promote good attendance are very good, although attendance remains unsatisfactory.
- The school has yet to stimulate the desire to learn in many of its students.

### **Commentary**

8. Through a very effective monitoring system that includes regular attendance reviews involving school staff, the welfare service and other outside agencies, as well as through awards for students and tutor groups who achieve high attendance rates, the school works very hard at

improving attendance. This will be improved still further when the electronic attendance recording system installed in the building by JARVIS is fully functional and is activated. However, the co-operation of some parents and carers in ensuring regular attendance does not meet the school's expectations. The fact that the school's 'fast track' initiative cannot be implemented across the neighbouring local authority is also having a negative effect, as almost one third of students live in this area. Attendance so far this year remains below the national average. Unauthorised absence has been reduced from last year although a significant number of students still take holidays during term time against the school's clear guidance. There is a significant minority of students who arrive late for school.

9. Attitudes towards school of the majority of students are satisfactory although, for many, the school does not instil a learning culture. They readily participate in the life of the school, including the wide range of activities outside the classroom, the student council and in the production of the student newspaper. Students with English as an additional language have positive attitudes to their work and want to achieve well. Despite concerns expressed through the student questionnaire about the existence of the challenging behaviour of a small minority and some incidents of bullying and/or racial abuse, their views about what the school achieves and provides are substantially positive.
10. Overall, behaviour is satisfactory. Inspection evidence supports the views of some parents and students that the behaviour of a minority of students can disrupt the learning of others, particularly where teaching is not challenging and where behaviour management is not effective. This disruption is more common in Years 7 to 9. There is some evidence of oppressive behaviour and of racial 'taunting' by a small number of students but, when it is identified, the school deals effectively with it. During this term, there has been one permanent exclusion and 16 fixed period exclusions, which is a marked improvement on much larger numbers over the last year.
11. Overall, provision for students' spiritual, social, moral and cultural development is satisfactory. Students' spiritual development is to some extent restricted by the absence of an effective religious education curriculum and of daily acts of collective worship. The citizenship, personal, social and health education curriculum is effective and students are given the opportunity to discuss and reflect upon a range of topics during lessons, Circle Time<sup>1</sup> and assemblies. However, opportunities to extend this provision to other subject lessons are often missed. The year and school councils, the range of educational visits and visitors and the range of activities outside the classroom, encourage students to develop socially and morally as well as contributing to their achievement and personal development. Students are able to gain a clear understanding of their own and other cultures, particularly through the curriculum provision in geography, languages, art and music. Students with English as an additional language contribute positively to the life of the school by confidently running lunchtime taster courses for other students in their home languages, such as Gujarati, Punjabi and Greek.

## Attendance

### *Attendance in the latest complete reporting year 2002 (%)*

Authorised absence		Unauthorised absence	
School data:	8.5	School data:	1.3
National data:	7.8	National data:	1.2

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

<sup>1</sup> During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

## Exclusions

### *Ethnic background of students*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	638	53	2
White – Irish	9		
White – any other White background	21	8	0
Mixed – White and Black Caribbean	37	12	2
Mixed – White and Black African	4	2	0
Mixed – White and Asian	13		
Mixed – any other mixed background	25		
Asian or Asian British – Indian	165	4	0
Asian or Asian British – Pakistani	34	1	0
Asian or Asian British – Bangladeshi	7	1	0
Asian or Asian British – any other Asian background	20		
Black or Black British – Caribbean	36	2	0
Black or Black British – African	35		
Black or Black British – any other Black background	3	4	0
Chinese	3		
Any other ethnic group	31	8	0
No ethnic group recorded	12		

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory quality of education for all students throughout the school**. The leadership has a clear vision of the inclusive school that they wish to create and see it as functioning very much at the heart of its diverse community.

### Teaching and learning

**Teaching is good overall, and frequently very good, which ensures good learning.** Teaching is best in Years 10 and 11. At Key Stage 3 it is in Year 9 that there is the greatest amount of unsatisfactory teaching. **Although assessment is a great strength in some subjects it is unsatisfactory overall** limiting the effectiveness of both teachers and learners.

### Main strengths and weaknesses

- The successful recruitment of large numbers of staff over the past months, who both teach and manage, has secured a good quality of teaching and great potential for improvement.
- Relationships between students and their teachers are good and this ensures a calm and purposeful atmosphere for learning in most lessons.
- Across the school there are many great strengths, as well as some weaknesses, in all aspects of teaching, but with such a 'new' staff consistency has still to be achieved through the purposeful sharing of their knowledge, understanding and skills.

- A programme of lesson observations is in operation but as yet information gathered has not been used to gain an overall view of teaching and learning or to identify which teachers would benefit from targeted support to help them improve.
- Learning is not always well supported by teachers' marking; neither does homework consistently promote independent learning which builds upon work in school.

## Commentary

### **Summary of teaching observed during the inspection in 115 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (3%)	26 (22%)	46 (40%)	31(27%)	7 (6%)	2 (2%)	0 (0%)

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

12. The table above shows that in two thirds of the lessons observed teaching is good or better, and that in more than a quarter of the lessons it is very good or excellent. Given the challenges faced in recruiting staff for this growing school, this must represent a great success as more than half the school's staff was newly appointed for September 2003. Good staff induction and support have been used effectively, particularly with the significant numbers of newly qualified, overseas trained and graduate trainee teachers amongst this group. Also impacting on the autumn teaching force is the loss of a number of experienced and established staff who moved on to new posts at the end of the summer term. Many teachers have only 10 weeks experience at Barnhill and so there are still inconsistencies in the way they work, with some departments having experienced much greater change than others. The quality of teaching is better in Key Stage 4 than in Key Stage 3.
13. There is very good teaching in design and technology which is characterised by the teachers' good subject knowledge, their use of varied teaching styles which maintain the students' interest and their very high expectations. Good quality teaching has wide ranging features across many subjects, particularly English, ICT, modern languages, geography, physical education, business education, art and history. A striking feature of many English lessons is the way that teachers settle students immediately to their work by providing a crisp and disciplined start to the lesson, insisting on rigorous adherence to established routines and expectations for behaviour. In ICT considerable learning takes place in lessons due to the fast pace and high targets set by the teachers. There are many strengths on which to build as staff become established and best practice is shared both within and across departments. In ICT, design and technology and physical education high quality assessment has a very positive impact on learning, achievement and standards.
14. The school has done much over the last two years to organise an effective range of activities to support the learning of all students. Pupils with special educational needs are generally well taught and the quality of their learning is greatly enhanced by the efficient use of effective support staff. All teachers have information on pupils with special educational needs and those who are gifted and talented. Most make use of this information in planning their lessons. Teachers know the language levels of students with English-as-an-additional-language and their needs are satisfactorily met in most lessons. Beginners in the use of the English language make the best progress where teaching approaches, such as those in art and physical education, use a good range of visual resources and demonstration and focus well on the understanding of technical language. Occasionally beginners and students at the early stages of learning English are not as well supported as they might be in lessons, for example when the teacher lacks awareness of the need to check understanding of technical language, such as in a lesson on rotating shapes in mathematics. Good practice is developing in history, geography and English. The six week induction course for beginners is well-planned and delivered.

15. Leadership and management have a positive impact on teaching and learning, substantial staff recruitment has been well managed, induction has been thorough with newly qualified teachers taking up their posts in July rather than September. The disruption caused by the appointments process and other pressures, including the Ofsted inspection, has had a temporary but distracting effect on the structured monitoring and planned improvement of teaching quality. There has been slippage in the implementation of the school's monitoring, evaluation and improvement plans. There is some evidence that the National Key Stage 3 Strategy<sup>2</sup> is beginning to impact on standards through improving teaching, and strategy consultants are welcomed into the school. The school has found itself a little out of step with the Key Stage 3 National Strategy because as it was being introduced, the schools developmental focus had to centre on its first Key Stage 4 students.
16. Most students are well managed in class so that they behave and concentrate well. In the best lessons they work together cooperatively, discuss what they are doing and assist each other in developing their understanding. In these lessons they tend to know the standards they are achieving, and will often be able to talk about their level of attainment and targets that they have been set. In these lessons they will also benefit from helpful marking, which celebrates both effort and achievement. However, with so many new staff consistency is an issue and although there is excellent practice it is often subject based and patchy. There is a need to improve the consistency in assessment practice in the core subjects of mathematics and science where it is limiting students' progress significantly, and in a number of other subjects where it is satisfactory overall but patchy in quality.

## The curriculum

The overall provision for the curriculum is **unsatisfactory** because it does not meet statutory requirements in relation to the provision of religious education and citizenship, neither does it provide students with a daily act of collective worship.

### Main strengths and weaknesses

- Students with special educational needs are well provided for.
- Opportunities for enrichment and learning outside the school day are good.
- Provision for and participation in sport is good.
- Accommodation and resources are good, but the lack of ICT provision in a small number of departments is a weakness.
- The whole school development of literacy is a weakness and its impact on attainment at the end of Year 11 is significant for some students.

## Commentary

17. The school has done much over the last two years to organise an effective range of activities to support the learning of all students. In this growing school, the curriculum improves and changes each year as economies of scale and new opportunities for diversity impact on provision. A particular strength is what is provided for students with special educational needs. The governors, however, have failed to ensure that the curriculum meets statutory requirements in relation to the provision of religious education and citizenship. Additionally, the school does not provide a daily act of collective worship for all students as required by statute. The school does very well in providing for learning outside the school day. The level of provision for and participation in sport is a further strength.
18. There are inconsistencies in the way the development of literacy is supported in different departments, with the consequence that a significant minority of students persist in inaccuracies in spelling, punctuation and the formation of sentences. There is an increasing range of subjects and courses available for students at the age of 14 years, including

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<sup>2</sup> The Key Stage 3 National Strategy aims to raise standards by strengthening teaching and learning in all secondary schools for pupils in Years 7, 8 and 9. This National Strategy now affects all subjects.

opportunities for students to pursue vocational pathways. The school benefits from overall good accommodation and resources.

19. Provision for students with English as an additional language is satisfactory and is developing very well under the new co-ordinator. The availability of specialist in class support is limited but the co-ordinator plans to use her time effectively by working in turn with subject areas to develop teaching approaches and materials. Not all departments yet make sufficient provision for students at the very early stages of learning English and guidance in schemes of work is generally limited. As yet the school has not considered the needs of more advanced learners of English, particularly with the writing demands of GCSE coursework.

### Care, guidance and support

Care, guidance and support are **good** because the school ensures that students are **very well** cared for and protected. They receive **satisfactory** support, advice and guidance about their achievements and their personal development. They are **successfully** involved in the school's work and development.

### Main strengths and weaknesses

- Procedures to ensure that students work in a healthy and safe environment are very good.
- All students have good and trusting relationships with adults in the school.
- The arrangements for the induction of students into the school are excellent.

### Commentary

20. Policies and procedures for child protection and for promoting the health, safety and general welfare of students are very good. School and JARVIS personnel share this responsibility and work in partnership to achieve high standards. The school's pastoral system is very well structured with committed staff and very effective lines of communication. All students have trusting relationships with one or more adults in the school. The assessment and recording of students' personal development are satisfactory, although this is not yet reported specifically in student reports. The 'multi-agency' approach that the school has adopted, involving the school counsellor, the school welfare assistant, two part-time mentors, the education welfare service, Connexions and the Hillingdon Education Business Partnership is very effective. Some Year 10 and 11 students have been trained as mentors for the younger students and this has many positive outcomes.
21. Teachers and support staff know students and their families well and cater for their needs effectively. The advice, support and guidance that students receive throughout their time at school are satisfactory. Arrangements for the induction of students into the school are excellent and include an effective 'buddy system' for new Year 7 students. Good assessment procedures are in place to identify the language levels and needs of students with English as –an –additional language. For students new to England the short induction course provides them with skilled teaching to help them settle into the school. They learn appropriate skills and language that enable them to take the best possible advantage of their lessons. The induction course also provides a secure and safe environment for them to discuss any concerns. Arrangements for students' transfer to the next phase of education are good. The school actively seeks and acts upon the views of students through the year group and whole-school student councils.

## Partnership with parents, other schools and the community

Overall, the school's links with parents are **satisfactory**, its links with the local community are **good** and its links with other schools and colleges are **very good**.

### Main strengths and weaknesses

- There are very strong links with other schools, Uxbridge College and Brunel University.
- Parents receive very good information about the school and about students' progress.
- Mechanisms for the transfer of students are very good.
- Procedures to deal with concerns and complaints are very good.
- The contribution that parents make to the life of the school and to students' learning at home and at school is less than the school expects.

### Commentary

22. Parents who responded to the pre-inspection questionnaire or who attended the parents' meeting (approximately 10 per cent) have mixed views of what the school provides and accomplishes. There is a minority of parents who disagree that students behave well, that they are kept well informed about children's progress, that the school consults parents and takes account of their views, and that the school provides appropriate homework. The inspection evidence suggests that the concerns of these parents about behaviour are to some extent justified and this is covered earlier in the report. All students have homework set, but its quality and regularity is inconsistent across the school, varying from teacher to teacher.
23. The information that parents receive, through meetings, newsletters and reports, is very good. The curriculum booklets for each year group are comprehensive and very helpful. There is an informative school website that is being further developed. The prospectus and annual governors' report to parents are well presented and informative. Student reports give a clear picture of students' academic and personal development and achievements. There are a number of opportunities throughout the school year for parents to discuss their children's progress and to express their views. There are no specific links with the parents of students whose first language is not English, but the new co-ordinator has good plans for the future that include attendance at parent meetings.
24. The school makes considerable efforts to encourage parental involvement in the life of the school and in their children's education. However, the school believes that the response from parents generally to these efforts is disappointing. Attendance at parents' meetings is variable and the Friends Association of Barnhill is poorly supported. Parents' co-operation with the school in its efforts to improve attendance is less than satisfactory.
25. The school's links with the local community are satisfactory. There is involvement with the 'Barnhill Initiative', with the Hillingdon Education Business Partnership and with Connexions that are very beneficial to students. Students in each year group organise a fund raising project each year. However, links with the wider community, including links with the local business community are under-developed. The Student Parent and Community (SPC) committee is seeking to improve these community links as well as to re-generate support for the Friends Association.
26. The school's involvement with feeder primary schools, Uxbridge College and Brunel University are broad and varied. They include reciprocal governor representation, provision for gifted and talented students and a primary schools sports day for 200 Year 6 students that is run entirely by Barnhill students. There is also a proposal to establish a formal 'cluster group' of schools, initially to enhance the provision for students with special educational needs. These links add greatly to the school's ability to provide a wide variety of resources and challenging opportunities for its students and staff.



## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher, the senior management team and other key staff provide **good** leadership. The management of the school is **satisfactory**. Governance is **good**, though not all statutory requirements are met by the school.

### Main strengths and weaknesses

- The good leadership of the headteacher has resulted in significant improvements in the running of the school over the last two years.
- The headteacher has high aspirations and a clear vision for the development of the school, which are reflected well in the school's development plan.
- The growth and development of the school have generally been managed well. The senior management team have worked hard on clearly identified tasks and have rectified many areas of weakness despite the pressures of expansion and change.
- Governors have a good understanding of the school and provide very good support for the senior management team. However, they have not been able to ensure that the school fulfils all of its statutory duties.
- Heads of department provide good subject leadership.

### Commentary

27. Two years prior to this inspection, the school was in some disarray and of significant concern to the local authority. The initial development of the school had not gone well. A new headteacher was appointed for April 2001 and, with significant support from a newly constituted governing body, his good leadership has resulted in many improvements to the running of the school. There are now improved planning procedures, better compliance with statutory requirements, a more coherent curriculum, a clearer strategy for staffing and recruitment, a much more comprehensive range of policies and procedures, better self-evaluation and improved financial planning. The school has worked hard to overcome the significant barriers to improvement caused by the annually changing nature of the school, difficulties in recruiting good-quality staff and the sheer amount of time involved in establishing a new school. The headteacher has high aspirations and a clear vision for the development of the school, which are reflected in the key priorities of the school's development plan, foremost amongst which are the use of academic monitoring to raise the achievement of all students, the development of leadership and management skills, and the improvement of teaching and learning.
28. Governors have been very closely involved with the school's development and display a very good understanding of the strengths of the school, the challenges it has been facing and the school's priorities for development. They take their responsibilities seriously and are critically aware, not only of what is happening in the school, but of the way they fulfil their own roles. They have, for example, undertaken a detailed self-evaluation, which has been used to draw up their own action plan. For these reasons the governance of the school overall is good. However, the governors' statutory responsibilities have not all been met because challenging recruitment and staffing issues were managed very successfully, but not completely. They are fully aware that some statutory duties are not being fulfilled adequately, such as the implementation of a daily act of collective worship for all students, the teaching of religious education and of citizenship. They know that the current stop-gap situation is unsatisfactory and are actively seeking to resolve each issue as quickly as is possible.
29. The many changes within the school, which have been required as a result of its rapid growth, have generally been managed well by members of the senior team. A carefully planned recruitment programme has largely been successful in recruiting good-quality staff for the start of this academic year, and good procedures for the induction of new staff, particularly newly qualified teachers, have been put in place. The school's budget is managed well, and a prudent reserve is set aside to manage the recruitment and retention of staff and the

establishment of the school's new sixth form. The principles of best value are followed rigorously. A significant amount of time and energy have been spent by the school's senior management team and governors in liaising and negotiating with the managers of the firm responsible for building and maintaining the school under one of the country's first Private Finance Initiatives. At times, this has diverted attention away from some important aspects of management. For example, the cross-curricular delivery of ICT is underdeveloped but it has not been possible to devote the time required to manage this issue effectively. Considerable time has instead gone into ensuring basic levels of ICT maintenance and support from Jarvis in the absence of a service level agreement. Whilst all departments are now evaluating their own practice, the results of their self-evaluations have not been drawn together to develop common understanding of how best to promote good-quality teaching and learning and devise helpful whole-school procedures for assessment. Both of these aspects have been identified as priorities for development within the current school development plan.

30. The leadership of senior and middle management is good overall. Members of the senior management team share the headteacher's vision for the school and work well together as a team. The headteacher, governors and senior management team have successfully recruited a strong team of subject leaders. The leadership of English, mathematics, ICT, art and design, design and technology, modern foreign languages, history, special educational needs, and performing arts are particularly good Leadership is outstanding in physical education. The leadership in religious education was also strong, but changes in staffing and difficulties in recruiting a new head of department have resulted in unsatisfactory provision for the teaching of this subject. Recent changes in the role of heads of year have resulted in a much clearer focus on promoting students' academic achievement. The new English as an additional language co-ordinator has the potential to be very effective. Given that no-one was in post last year she has taken a thoughtful and thorough approach to setting up procedures and developing an appropriate action plan.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	3,433,072	Balance from previous year	13,333
Total expenditure	3,433,072	Balance carried forward to the next	13,333
Expenditure per student	3,141		

## OTHER SPECIFIED FEATURES

### Special educational needs

Provision for students with special educational needs is **very good**.

### Main strengths and weaknesses

- Students with special educational needs make good progress.
- Teachers are aware of students' individual educational plans and provide differentiated work to meet their targets.
- Students are well supported by very good teaching assistants.
- The department provides a range of good opportunities for students.
- The department is very well led and managed.
- The learning mentors provide very good support for learning and promote inclusion.

## Commentary

31. Students who have special educational needs make good progress in their learning. Their progress is helped by their teachers being aware of their targets and planning suitable work using their Individual educational plans to guide them. Teachers also make effective use of student groupings within the class.
32. The special educational needs co-ordinator visits primary schools to collect information about students with special educational needs and this informs class groupings in Year 7. All legal procedures are in place and the special needs register is up to date. Individual education plans are fully in place and targets are relevant and achievable. The information is distributed to all staff and each department has a special educational needs representative who meets regularly with the special educational needs co-ordinator to update information.
33. The department is very well led and managed and the special educational needs co-ordinator ensures that teaching staff are trained in the understanding and use of Individual education plans. Her team of teaching assistants play a very important role in supporting students' learning and are very well trained and equipped to help students' progress. Not only do they support students with special educational needs, they work very well in partnership with class teachers to provide greater opportunities for all students. Teaching assistants are sensibly allocated to classes to maximise their value to the students and the teaching staff. Two learning mentors contribute significantly to inclusion by working with named students both in and out of lessons and also aiming to reintegrate students, referred to them from classes, as swiftly and effectively as possible. Monitoring of the provision is very good.
34. The department supports and staffs the homework club which is open at lunchtime and every evening in the library for all students, as well as providing a drop in facility for students. Year 10 students have the opportunity to follow the Award Scheme Development and Accreditation Network [ASDAN] course instead of two of their options, whilst a small number follow vocational courses at the local college.

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

## **SUBJECTS IN KEY STAGES 3 AND 4**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Overall provision is **good**.

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

- The department is very well led and supported by very helpful documentation.
- Most students achieve well as a result of good and very good teaching, with some that is excellent
- The library is used well to support the encouragement of reading.
- Despite rigorous monitoring there are some weaknesses in teaching that lead to a small amount of underachievement in a few groups.
- The most able students are given good support in achieving to the full extent of their competence.
- Improvements in standards of literacy across the curriculum are slowed down by the lack of the consistent implementation of a literacy policy.

#### **Commentary**

35. Dynamic and clear leadership lie at the heart of the growing success of this department. The head of department has worked hard and effectively in forming a team of committed colleagues. She has created the right level of helpful documentation to ensure that there is a shared understanding about key procedures and policies. The department thrives in an atmosphere of mutual trust and support, with the result that there is a good understanding of how best to raise standards of attainment. These efforts have borne fruit in the most recent GCSE examinations when students overall pass rate, for students taking the examination a year early, exceeded the national average. This represents standards that are better than those found in similar schools. Students make considerable advances in their confidence in speaking and debating, though more formal modes of speaking are less strong. Students, particularly in Years 7, 8 and 9, are beginning to read widely for interest and pleasure. Writing is slower to develop as there are inconsistencies across the school in the way inaccuracies in writing are treated. There is evidence of weak spelling in all year groups. This results from inconsistencies in the way responsibility for the development of literacy is understood in different departments.
36. Students progress significantly from the below average levels of attainment they bring to the school. They are generally taught well and helped to overcome difficulties in learning. Students are expected to do well and are persistently rescued from their low expectations for attainment. In the best lessons, the teachers provide a stimulating and progressively demanding series of activities, with the consequence that all students are challenged to the full extent of their competence. There are strengths, too, in the way that many teachers manage the lesson to give them access to individual learners in order to tell them clearly how they are getting on and how to improve. A striking feature of many lessons is the way that teachers settle students immediately to their work by providing a crisp and disciplined start to the lesson, insisting on rigorous adherence to established routines and expectations for behaviour.
37. The library is unusually good in the way it encourages and supports interest in reading. The librarian works effectively with the English department in the management of imaginative schemes that succeed in converting even the reluctant learners to the delights of reading for pleasure.

38. Teaching is occasionally weakened as a result of a lack of structure in lessons, with the consequence that students become distracted from their work and set their own very modest pace. There is a measure of poor teaching that persists despite rigorous monitoring and support. The least effective teaching results in students underachieving and misbehaving, with little being learned. Occasionally, questions do not invite well-argued answers with the result that students' ideas are not always used well enough to extend understanding.
39. A strength is the encouragement and support given to the most able students to extend their studies to the full extent of their capabilities. They are generously supported by the teachers in taking GCSE English in Year 10 and in pursuing AS Level English in Year 11.

### **Modern foreign languages**

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

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

- Languages are taught well by well-qualified and capable linguists who convey enthusiasm for their subject.
- Students in top sets are keen to learn and make good progress.
- The attitudes and unsatisfactory behaviour of some students in lower-attaining sets impedes their progress.
- Timetabling arrangements and the lack of time allocated for those who learn two languages impede students' progress.
- The department is led well. There is good team spirit and the staff provide a good range of extra-curricular opportunities.
- Teachers make very good use of foreign language assistants who make a significant contribution to the teaching of languages.

#### **Commentary**

40. The quality of the teaching in modern foreign languages varies between satisfactory and good. Overall, it is good. Teachers plan their lessons well, make good use of visual resources, include a good variety of activities and convey enthusiasm for their subject. They make very good use of their two Spanish-speaking foreign language assistants and a teaching assistant whose native language is French. The assistants provide very good role models for the students and use their initiative well to provide help within the classroom and to ensure that all students are included in the lesson. The teachers themselves have good command of their subject and conduct lessons, as far as is possible, in the foreign language. In some lessons, the pace is rather slow and not enough opportunities are provided for students to speak. Some teachers too readily accept single-word answers, rather than encouraging students to answer questions using full sentences. In some classes, not enough time is spent consolidating previous learning.
41. Students' learning within the lesson and their overall achievement do not always reflect the quality of the teaching. Students in Year 7, and those in the top sets in Years 8 to 10, are generally well motivated, keen to learn and make good progress. Although the response of students varies in middle and lower sets, and there are many who try hard, the less-than-positive attitudes and unsatisfactory behaviour of some students has a negative impact on students' progress in some classes. Too much time has to be spent by teachers dealing with a small minority of students. Whilst students in top sets generally achieve well and reach standards in line with or just above national expectations, achievement varies in other sets. Overall, students' achievement is satisfactory, although standards are below average in Years 9 and 11. Standards are higher in Year 10, where students have been able to choose whether to study languages or not, and the higher-attaining students produce some good-quality work. The students' assessments at the end of Year 9 for this group were just above the national average, whereas those for the previous year group were below average.

42. The curricular arrangements for modern foreign languages also affect students' progress. All students learn Spanish in Year 7, top-set students learn Spanish and French in Years 8 and 9, and students now have the option of whether to study a language or not. Around a third of the students have opted to study Spanish. Most classes have two double lessons of Spanish a week, and students in the top sets in Years 8 and 9 have only one double lesson of Spanish and one of French. Because of the infrequency with which lessons are taught, students frequently forget what has been well taught in previous lessons and, as they move through the school, students become increasingly hesitant in using the language, and progress slows as a result. Those studying two languages do not have sufficient time to develop either language in any depth.
43. The department is led and managed well. Teachers meet regularly to discuss approaches to teaching and, through observation of each other's lessons, share good practice. The department provides a good range of additional activities, which promote the importance of language learning and gives students the opportunity to learn about different cultures. Lunch-time and after-school activities for both Spanish and French are well attended. Taster sessions, run by bilingual students under the guidance of staff, offer other students insight into a wide range of other languages, such as Gujarati, Vietnamese, Greek, Japanese and Hindi. The department also arranges various excursions and visits to France and Spain, which are received enthusiastically by the students and are important factors in motivating them to learn. The department works in collaboration with a neighbouring Specialist Language College to promote its Gifted and Talented students. This has already led to some early success for a small number of students in GCSE Spanish.

## **MATHEMATICS**

**Provision in mathematics is unsatisfactory** because the school has had difficulties in appointing sufficient permanent teachers to deliver the teaching programme equally well to all students.

### **Main strengths and weaknesses**

- In spite of some good teaching and improved results in national tests for 14 year olds, the teaching for too many students is currently unsatisfactory.
- Students in the top sets and the lowest attainers make good progress.
- Given the difficulties in recruiting teachers, the school does not have an effective enough strategy to ensure all students have access to good quality mathematics teaching.
- Leadership of the department is strong and a difficult situation is managed well.
- Marking does not provide sufficient feedback to students on how to correct their mistakes and improve.
- Too many students do not complete homework satisfactorily.

### **Commentary**

44. Achievement is overall unsatisfactory because significant numbers of students do not make enough progress in lessons, and hence do not reach the best possible standards. Lesson observations and the scrutiny of students' work show that the highest attaining students and those in the lowest sets make satisfactory and often good progress. This is because the experienced and permanent members of the department generally teach these groups. The highest attainers want to achieve well and work hard in spite of teaching that on occasions may not be very effective. The lowest attainers enjoy the good teaching approaches they receive and sound support from teaching assistants helps them to get the best from their lessons. For other groups of students, progress in learning varies from satisfactory to often unsatisfactory. Students in Years 7 and 8 make satisfactory progress overall due to their positive attitudes towards learning. However older students become frustrated when the teaching is not well structured and they have difficulty in understanding new work. As a consequence a few behave badly. Others stop listening to the teacher, chat among themselves and do not get on with the work set. Both parents and students express concerns

about teaching in mathematics and inspection evidence supports this. Discussions with students across the ability range indicate most want to achieve well in mathematics

45. Standards seen during the inspection were overall below average for Year 9 students at the end of Key Stage 3 and for Year 11 students at the end of Key Stage 4. The most able students in the top sets work at levels that will enable them to achieve the higher A\*-C grades in national tests. However too many students are not working at the level expected for their age although they have the ability to do so. Overall students with English as an additional language achieve as well as other students, although some teachers do not always check students understand the technical language. Girls and boys do equally well, although in lessons, where teachers do not involve boys and girls equally in questioning, boys can dominate.
46. The current head of department has been in post since Easter 2002 and in spite of staffing difficulties has succeeded in improving results in national tests for 14 year olds. Since September 2002 students' learning needs have been better met by a new programme of work, based appropriately on the government's national strategy, and revised student groupings. As a result in summer 2003 the proportion of students reaching the expected level in the national tests was equivalent to that nationally, although overall performance was below the national average as fewer students reached the higher levels. This represents satisfactory progress since Year 7 and better progress than that for similar schools, a significant improvement on 2002 results. In 2003 students from minority ethnic groups did better than white UK students overall, and a higher proportion of these students are in the upper sets than in the school as a whole. Students in Year 11 are the first GCSE cohort for the school and although most are on course to pass the examination, the proportion expected to achieve the highest A\*-C grades will be below that nationally.
47. There is a significant amount of good teaching but at present too much teaching is unsatisfactory and hence teaching is judged unsatisfactory overall. Where teaching and learning are best, the students appreciate the clear explanations and high expectations of work from their teachers and respond well. The relationships between teachers and their classes are good. Lessons are made interesting and enjoyable through the good use of practical resources, the developing use of computers, and starter problems that are delivered well. One Year 11 middle set became very competitive when solving a starter problem. Other teachers are less successful. Some rely too much on a brief introduction of the mathematical rules required for the topic and students then attempt questions from the text-book or a worksheet. Questioning of understanding is superficial and as a result learning is insecure. A weakness throughout the department is the setting of homework, marking of students' books and the follow-up of work not completed. Whilst end of unit tests monitor students' progress well, insufficient checking of students' work on a regular basis means that teachers do not correct students' misunderstandings. Consequently new learning does not always build on what students already know.
48. The head of department provides strong leadership and has put into place a significant number of strategies to improve student performance. For some students this has been successful, particularly those in the upper sets. For example the timetable allows the head of department to match over half the Year 11 GCSE groups to the three most experienced members of the department and these groups will achieve at least expected grades if not better. However, it has involved hard decisions for other students given the higher proportion of inexperienced and temporary teachers in the department whose teaching is too often ineffective. Nevertheless management of the department's work is good and sound support is provided for teachers who need to improve their teaching approaches. The school has tried hard to recruit appropriate staff but has not been successful. Senior managers, working with the mathematics department, must now develop strategies, which will ensure that all students receive a good quality mathematics education.

## Mathematics across the curriculum

49. Students' numeracy skills are not good enough to support work across the curriculum as well as they might and are overall below levels expected nationally. They are most secure in Years 7 and 8 because these students have had regular reinforcement and practice through the government's national numeracy strategy for primary schools and recently for secondary schools. For older students they are less secure. In science, design and technology and business studies students' work sometimes suffers because of students' inability to cope with the mathematical demands of the subject, for example, graphical work, measuring and the analysis of data. However, where teachers are aware of students' difficulties they include in their teaching opportunities to improve students' skills such as teaching Year 7 to measure accurately with a ruler in design and technology.
50. The school has not allocated responsibility for numeracy across the curriculum and so there is no co-ordinator or whole school policy in place to support the development of students' competence in mathematics. However where departmental leadership is particularly good, such as in physical education and art, good policies and practice are in place. Where teaching is good or better teachers instinctively take advantage of opportunities to develop students' numeracy skills such as in a Year 10 media studies lesson where students researched coverage of individual sports in newspapers and had to use ratio and proportion techniques to make comparisons.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards are below average on entry and in the national Year 9 tests for 2003.
- Excellent accommodation that provides a stimulating environment.
- Regular monitoring of progress.
- Large proportion of inexperienced teachers.
- Inconsistent quality of marking of students' work.
- Limited use of information and communication technology (ICT).
- Very good support from specialist technicians.

### Commentary

51. Students enter in Year 7 with below average standards and achieve satisfactorily. In the 2003 national tests Year 9 students' results were below average. Standards of work for Years 9 and 11 seen during the inspection were broadly satisfactory.
52. In general, teachers plan their lessons well. They make the objectives of their lessons clear and engage their students through a range of activities. Not all teachers include enough practical work to develop students' investigation skills and some teaching was unsatisfactory. In the most effective lessons, teachers are enthusiastic, have good classroom management skills and use a range of teaching and learning styles. Consequently, students work well throughout the lesson. In less successful lessons, the pace is slow, with fewer activities that go on for too long, so that students become bored. Some lessons offer too little challenge for higher-attaining students. There is a limited range of writing styles and too much is copied from textbooks so that students have fewer opportunities to express their own ideas.
53. Suitable provision is made for lower-attaining students in Years 10 and 11 through an entry-level certificate course. Teaching assistants give effective support to students with special educational needs. Although there is some good practice within the department, the quality of marking is variable so that not all students know what they have to do to improve. Students receive regular feedback about their progress through end-of-topic tests.



54. The newly appointed head of science is creating a good team spirit within the department. Teachers are sharing good practice through lesson observations and workshops. The departmental head is monitoring the performance well and is beginning to tackle some of the weaknesses. For example, she is introducing a science investigation into each teaching module to improve students' experimental skills and has begun to monitor marking across the department. Science courses are well planned, show logical progression and are well supported by a comprehensive scheme of work. Students' current performance in tests is displayed on notice boards together with their target grades. A colour-coding system enables students to see at a glance whether or not they are working to their potential and provides them with good motivation. Teachers have yet to make use of this information in their lesson planning.
55. A large proportion of the science teachers are relatively inexperienced. There is a suitable system in place to develop their skills and share good practice throughout the department but it is not implemented with enough rigour to ensure their needs are identified and met quickly. Specialist science technicians provide very good support through efficient provision of resources for lessons and advice to teachers. Science resources are very good. There is a good range, and sufficient number, of modern texts available in the department but not all students have a textbook for home use. ICT is not fully used, due in part to some problems with hardware, although plans are in place to include ICT activities in each year. The science accommodation, consisting of a suite of modern, spacious, well-equipped laboratories is excellent. It is further enhanced by bright display work, which includes students' contributions as well as stimulating current affairs articles.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Overall, provision for information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- The head of department has worked effectively to improve the provision in ICT.
- The 2002 teacher assessments of standards at Key Stage 3 show that 77 per cent of students are attaining Level 5 and higher.
- The pace in lessons is good and the discreet ICT curriculum is well planned.
- Cross-curricular delivery of ICT is underdeveloped.
- Assessment of students' work is very good.

### **Commentary**

56. Overall, standards of work observed in lessons and in the scrutiny of students' work are very good. This is the result of a well-planned curriculum, particularly in Years 7, 8 and 9. Key Stage 3 teacher assessments show that the school is maintaining levels well above national averages with 77 per cent achieving Level 5 and higher in 2002. Girls performed better than boys in 2003.
57. Considerable learning takes place in lessons due to the fast pace and high targets set by the teachers. Students are enthusiastic and skilled in using complex software such as 'Dreamweaver' and acquire excellent practices. Students are aware of their progress and their attainment levels and are encouraged to aim higher. Many students are able to learn by discovery and therefore gain skills far beyond expectations. Most students have a very good knowledge and understanding of ICT.
58. Teaching is good and often very good. Teachers have established a strong working relationship with their students which allows a rapid pace of learning. Teachers' enthusiasm within the classroom has encouraged students to produce some very good work particularly with web page design, which the school is incorporating within their web site. In the best lessons class control is strong. Homework is used effectively to reinforce and extend themes

introduced in lessons. Teachers are enthusiastic and expect high standards. Students clearly enjoy ICT and they are complimentary about their teachers.

59. The management and leadership of the department are noticeable strengths; it is well organised and proactive in managing improvements. There is an effective strategy in place that will ensure that the improvements that have been made recently will continue. The head of department has implemented a secure and well-researched programme of work for the school. It includes many good educational features such as clear lesson objectives and many varied resources. He meets regularly with the technician and ICT teaching staff to ensure that progress is monitored and action is swift. Although ICT is a popular subject at GCSE level, half of all older students do not follow an examination course in ICT.
60. Resources are good. There is a new reliable network of modern computers and four well-equipped ICT rooms. There is a very reliable broadband Internet link and the school has clear guidelines on Internet and e-mail safety. Chat rooms and other potentially dangerous sites are barred. The range of software is ideal for meeting the needs of the students. The ratio of students to computers is in line with the national average. The equipment is maintained by Jarvis (the PFI provider). The school has worked very hard in the absence of a service level agreement to ensure that the level and quality of support meets the needs of the school.

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

61. The cross-curricular delivery of ICT is underdeveloped. There is only limited use of ICT in most subjects across the curriculum with the exception of design and technology, physical education, art and geography. However, good use is made of ICT rooms, which are available at lunch times and break times for students to attend supervised homework and help sessions.
62. Across the curriculum there are areas where ICT resources are underdeveloped, particularly in music and science. Other areas however have facilities, which are quite outstanding, notably in design and technology. Development of this aspect of ICT is included in the department's current development plan.

## **HUMANITIES**

### **History**

Provision in history is **good**.

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

- The quality of teaching and learning is good.
- Most students make satisfactory progress and standards are satisfactory; however, homework is not done consistently.
- Support for inclusion is very good.
- Leadership and management are very good.
- Effective policies are being put in place but need to be consistently applied.
- Formative assessment of students' work need to be developed to help improve learning.
- Accommodation and resources are good, however, split lessons disadvantage some students.

#### **Commentary**

63. Teaching is good and sometimes very good because teachers plan their lessons well to meet the needs of all their students. In a Year 7 lesson excellent teaching was observed where students were taught about the effects of the Norman Conquest and a wide range of teaching strategies and resources were used to involve all students in their learning. Teachers provide challenging opportunities, using a variety of activities, engaging students in paired and group

activities, as well as individual work, which results in some good work, orally, diagrammatically and in writing. Most lessons begin with shared aims and some include a review but this needs to be more consistent. Students respond positively to teachers and actively participate in and enjoy the lessons.

64. Most students make satisfactory progress and girls achieve as well as boys. Teachers use various strategies to support learning needs. There are well-prepared differentiated materials and tasks for students with special educational needs and English as an additional language and good examples were seen of students of different abilities all being well supported by teaching assistants working in partnership with the teachers. The department is teaching GCSE for the first time and the subject is very popular in Year 10 with three groups, reflecting students' interest based on the quality of teaching and the teachers' enthusiasm. Students at Key Stage 4 are aware of their levels and know how to achieve higher levels.
65. The department lacks a permanent head but the joint acting heads show very good leadership and management skills, and they have put in place new procedures and schemes of work. Both have significant other responsibilities, as do the other departmental members. A completely new syllabus is in place for Year 7 students, who are studying history for the first time, and new schemes of work are being introduced for other years. The school needs a permanent head of department and must make it a high priority to appoint one. Monitoring is in place including lesson observations and standardised assessment across year groups. Marking is carried out but varies in quality from excellent, where students are given their level and detailed formative and summative comments, to barely adequate with no comments at all. Students are informed of targets for improvement but this needs to be developed. The department is introducing assessment portfolios, which will improve target setting. Homework is set and meets students' learning needs however a significant number of students across all classes fail to do it and this is impeding learning.
66. Accommodation is very good with teaching rooms grouped together. All have excellent displays. Resources are good, well produced and well used. Use of ICT is satisfactory but limited and library resources are adequate. Extension opportunities are provided for Years 7 and 8 through the history club, which is run by two teachers and a Year 11 student, and visits are organised to English castles and to the battlefields of Belgium. In Years 7 to 9, some lessons are split which disadvantages students and makes teaching difficult as less work can be undertaken and use of the ICT rooms is impossible.

## **Geography**

The overall quality of provision in geography is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good overall and students are encouraged to take responsibility for their own work.
- Good leadership and management of the department are helping to raise standards.
- Positive classroom relationships have created a productive working environment.
- Assessment in Years 7 to 9 needs to focus more effectively on how individual students can improve their work.
- The range of extra-curricular activities needs to be expanded.

### **Commentary**

67. Standards in Years 7 to 9 are in line with the national average. Achievement is good because students respond positively to teaching styles, which expect them to play an active role in their own learning. In Years 10 and 11 standards are in line with national averages. Sound systems of assessment and close monitoring of students' work contribute to good achievement and rising standards. There are no significant differences between the achievement of boys and girls throughout the school.

68. The quality of teaching and learning is consistently good and this is a key factor in raising standards. Lessons are well planned to match the needs of the full ability range of students, and teachers make very effective use of a wide variety of geographical teaching resources. Students play an active role in their learning and respond enthusiastically to new challenges. They react positively to whole class question and answer techniques because teachers use praise and sensitive encouragement when using this teaching approach. Good classroom relationships motivate the students and this enables most of them to improve their work. There are no significant differences in the achievement of students with special educational needs or of those with English as an additional language. Key geographical skills are well taught throughout the school.
69. Good leadership and management are strengths of the subject. The subject leader has only been in post since the start of this term, but he has already drawn up an innovative scheme of work to support high quality teaching across the school. Classroom teaching is now closely monitored and evaluated. There is a clear team approach to the raising of standards. The department has worked hard to improve literacy levels but further progress depends on the implementation of a whole school approach to literacy. Assessment is good in Years 10 and 11, but in Years 7 to 9 it is not sufficiently targeted to identify individual learning needs. The new subject leader is fully aware of this and has already taken steps to introduce more effective procedures. Single lessons in Years 7 to 9 restrict student progress. The range of extra-curricular opportunities has been restricted by the constant changes in staffing. This deficiency has been recognised and a strong programme of activities has been built into the new schemes of work.

### **Religious education**

A reduction in the time given to religious education from September 2003 has resulted in a previously good department now being **unsatisfactory**. Provision does not meet statutory requirements.

### **Main strengths and weaknesses**

- The staffing of this subject is inadequate, resulting in one teacher taking every student in the school.
- The previously good teaching was characterised by good subject knowledge, enthusiasm for the subject, and good relationships, supported by good accommodation.
- There is inadequate provision for students to achieve the standards expected.
- The leadership and management of the subject is unsatisfactory

### **Commentary**

70. Up to July 2003 most students were achieving in line with the expectations of the Hillingdon Agreed Syllabus with about one third working below this level. Students in Year 10 were on target for achieving in line with national expectations in the GCSE religious studies short course.
71. Due to staffing difficulties curriculum time for religious education was reduced from September 2003 from one 70 minute lesson per week for all students to four 70 minute lessons per term. This decision means that students are no longer able to develop the knowledge, understanding and skills set out in the statutory curriculum, and Year 11 students have not been able to complete their GCSE religious studies short course. There is too little time for the teacher, who sees every student in the school each term, to ensure that the needs of individual students are met.
72. Standards are now below expectations and are unsatisfactory. Teaching is satisfactory. Good questioning linked with effective use of visual and contemporary resources enables most students to respond and participate in lessons. Most students are interested, listen well and

are keen to participate. Some value highly the opportunity to learn more about their own and other beliefs but feel they have too little opportunity to express their own ideas in the lessons. Activities to help students do this had been under development but have now been cut back. Students' access to religious education has been further reduced by tutors withdrawing students on rotation for academic monitoring purposes.

73. The department is currently inadequately staffed to meet statutory requirements. Department documentation, scrutiny of students work and staff discussion indicate that leadership and management have until recently been good, but following the resignation of the head of department in the summer of 2003 and the difficulties in appointing a replacement, the department now consists of just one specialist part time teacher. This teacher delivers the only religious education taught and has revised schemes of work to match the reduced curriculum time. There is a commitment to reinstate the religious education curriculum. Curriculum management of religious education is unsatisfactory.

## **TECHNOLOGY**

### **Design and technology**

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

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

- Teaching is very good, and therefore students are motivated to succeed and achieve very well.
- Standards are high.
- Leadership and management are very good, and give a clear direction to the subject.
- Assessment is excellent, and students know how to improve.
- Accommodation and resources are excellent, which allow students to experience a full range of experiences.
- There are too few educational visits to support students' learning.

#### **Commentary**

74. When students enter the school standards are low. They make excellent progress to reach very high standards at the end of Year 9. Overall, standards seen in Year 11 are high. This is very good achievement from the low standards on entry and with an incomplete experience in the early years, when not all areas of the subject were taught. There are differences in standards between the subjects, due to previous staff changes. This has only affected students who take resistant materials, where standards are below those expected, while in other subjects standards are very high. All students achieve well, including those with special educational needs, who achieve with the support of the teachers and the learning support assistants.
75. The standards achieved are due to the very good teaching. There are high expectations that students will listen, therefore learn, and apply themselves when working. Tasks are imaginative, which encourages students to be independent learners. Questioning is probing, which involves all students and makes them think.
76. Leadership and management are very good. The acting head of department has a clear understanding of the future development of the department, and has created a team that functions effectively. The schemes of work have detailed lesson plans, and students have project and homework booklets, which assists their learning. However, visits are not included, which make the subject alive for students. Assessment is excellent, and all students know how to improve. The accommodation and resources are excellent and are very well used to provide students with an excellent breadth of experiences. Stimulating displays celebrate the achievement of all students.

## VISUAL AND PERFORMING ARTS

77. Drama was sampled during the inspection. Standards are satisfactory and achievement is good. Year 11 students say that drama is more demanding than they had expected, they were working in the B/C range with some showing above average skill in their insight into character. Teaching and learning are good overall with assessment used very effectively to let students know what they need to do to achieve well. Lessons are rooted in very good preparation with a steady build up in the demands of the activities. Recapitulation of what went before strengthens the start of lessons.

### Art and design

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

### Main strengths and weaknesses

- Students' overall standard of work is above average by the end of Year 9 and on track to be well above average by the end of Year 11.
- Teaching and learning are good overall.
- The leadership of the subject is very good.
- The use of assessment for improving learning is at a very early stage of development.

### Commentary

78. The subject leader has a very clear vision for the delivery of the art curriculum to students in Years 7 to 9 as well as recognising the quality to be aimed for in the work at GCSE level. This teacher has a well-developed sense of purpose, self-evaluates and acts on findings. As a result a very effective team, including technical help, has been created. Recent staff development and monitoring has resulted in students receiving teaching, which is at least good and occasionally very good. This leads to good or very good learning for students including those who have special educational needs and also those who have special talents. Story telling techniques for example, are used well to engage Year 7 students' interest in Picasso's changing style of working as they learn to produce cubist portraits. The Year 11 visit to Kew Gardens has allowed students to study and record plant forms. The expertise of teachers, new to the school, has encouraged students to explore and take this new awareness of nature into ceramics. By the end of Year 9 standards of drawing, painting, print and mask making, based on studying other cultures, are above average. In the current Year 11, dual award course, students' standards of drawing and design of posters, using hand and ICT techniques, are on track to be well above average. Taking into account their average overall standard on entry to the school, achievement is good in Years 7 to 9 and very good in Years 10 and 11. Both boys and girls value sketchbooks. They provide positive learning experiences.
79. The management of the subject is good. New initiatives such as the development of ICT within art have been well managed by the subject leader. One teacher, with delegated responsibility, has done a good job in raising awareness of the value of key words. This teacher has also identified where the subject can contribute to students' numeracy development. Currently, however, there are too few opportunities for reading aloud in class, discussing ideas in pairs or small groups, or for students to learn to plan and present ideas orally. A useful start has been made with using assessment data to inform learning and set targets. Much work has still to be done in helping teachers to understand the effect of assessment on motivation and for involving students in assessment of their own work.
80. The very good accommodation, with excellent displays and very good resources, attracts many students to use the facilities outside lesson times. Teachers give generously of their time and the learning at such times is very good.

## Music

The overall quality of provision in music is **good**.

### Main strengths and weaknesses

- The overall quality of teaching and learning is good.
- The department is well led and managed.
- To help raise standards, in both key stages there is a need for the regular reinforcement of practical core musical skills.
- Provision for ICT in music is poor.

### Commentary

81. The quality of teaching and learning is good overall in both key stages. Some teaching is very good. Teaching styles are lively and hold the students' interest. Targets are shared with the class and students are encouraged to work towards them throughout the lesson. Where the teaching is very good tasks are progressively 'staged' so that all students can appreciate their own progress and experience a sense of achievement. In a Year 9 practical lesson, as soon as students had learned the basic guitar chords of C, F and G they were expected to play them in more challenging rhythms. No time was wasted; the teacher had high expectations of all the students. The detailed feedback given to students during classroom assessments supports their progress. Sometimes the pace of teaching is too hurried, leaving students with insufficient time to respond; singing sessions were rushed and left little time for work on basic pitch and rhythm.
82. In Key Stage 4, activities are carefully planned to match most students' abilities and needs. Two more able students in Year 11 are not sufficiently challenged; there is a need for extension work to take them beyond original targets. When working alone or in small groups students receive detailed and thoughtful advice that helps them to move forward. The teachers' own musical skills are used effectively when demonstrations are required. In both GCSE groups more whole-class teaching when major points arise would provide greater support for learning. Year 10 students do not get enough opportunities to learn and practice basic skills in rhythm and pitch.
83. In both key stages achievement is good overall. Students make good gains in their performing skills on tuned and untuned classroom percussion. Achievement in singing in Year 7 is unsatisfactory. In Key Stage 4 progressive targets successfully challenge most students to achieve their potential; some more able students could achieve more.
84. Students enter with low standards in Year 7 but are in line with expectations in Year 9. In Year 10 standards fall below, however, they are back in line with national averages overall in Year 11. In Year 7, after only nine weeks of secondary schooling, the standard of singing remains unsatisfactory. Intonation is poor and the singing is inexpressive. The students' rhythmic abilities are better but still below national standards. In Year 9 students know and understand primary triads and can play simple rhythms accurately on a drum kit. In Key Stage 4, Year 10 students have very underdeveloped rhythmic skills and are unsure how to give structure to their musical ideas when composing. In Year 11 standards are better. Students know and understand basic notation and have satisfactory instrumental skills overall, although some students need additional rhythmic training.
85. The department is very well led and managed by an energetic and committed new head of department. She has a strong sense of direction for the overall development of music in the school and a thorough understanding of the reasons for the uneven standards. Planning and preparation are meticulous. A curriculum map shows a good balance of National Curriculum activities and informs the development of a new scheme of work. At present this does not show enough reinforcement of core musical skills in rhythm work and singing in Key Stage 3.

86. A range of instrumental tuition and extra-curricular activities is available; enthusiastic students come to the music rooms to practice at break times and after school. The provision for ICT in the music department is poor and inhibiting the development of this essential part of the music curriculum in both key stages. Otherwise, resources and accommodation are good.

## **PHYSICAL EDUCATION**

Provision in physical education is **very good**.

### **Main strengths and weaknesses**

- Leadership of the department is excellent.
- Students' attainment in Years 7 to 9 is above that expected nationally.
- Teaching is good.
- Students' achievement is good.
- The number and range of extra curricular activities are very good.
- There is a lack of indoor specialist facilities and the size of the boys' changing room is not adequate for most groups.

### **Commentary**

87. The size and staffing of the department has changed and grown with the increase in student numbers and the department now has a strong team of six specialist staff with specific development roles, led by a head of department who has been in post for two years. Students attain lower standards in Years 10 and 11 compared to the standards attained by students in Years 7, 8 and 9 who have experienced the teaching of a stable and very well managed team of teachers.
88. Students have different experiences before joining the school but most attain average standards in movement activities and below average standards in games skills. By the end of Year 9, students attain above average standards in most activities and their achievement is good. Boys and girls build a very secure knowledge of fitness and are able to warm up independently and effectively. Students gain this knowledge in their fitness lessons and through teachers' insistence on thorough warm-up activities at the start of every lesson. The analytical skills of students in Years 7 to 9 are not as well developed as their performance skills because this strand of the National Curriculum is not emphasised or promoted enough in the schemes of work or in lessons.
89. Students in Years 10 and 11 attain satisfactory standards overall. Co-operative, evaluative and team building skills are developed well in the sports education and junior sports leadership lessons and students' achievement is good. Their games skills, as observed in netball and hockey, are less well developed. A few GCSE students in Years 10 and 11, are producing good quality written work, and have very competent practical expertise but the majority of students have below average standards. A few boys in the Year10 GCSE group are inattentive and disruptive and do not have the enthusiastic attitudes or the very good relationships with their teachers displayed by other students in the school.
90. The department has identified 15 talented students whose attainment is well above the national average. They and many other students benefit from the very good opportunities offered by their teachers in providing clubs, practices, fixtures, revision classes and inter-tutor competitions. The achievement of students with special educational needs is in line with those of their peers in most cases. The attainment of boys is slightly better than that of girls: a judgement that is confirmed by end of key stage teacher assessments.
91. Students' overall good achievement is directly attributable to mostly good and sometimes very good and excellent teaching and to the excellent leadership provided by the head of department. In most lessons, students benefit in their learning because teachers have very



high expectations and use a variety of interesting methods and resources. The very good assessment system is used sensitively by teachers to respond to and plan for individual needs. Teachers circulate well to extend the more able and to help those students finding the activity difficult. Students respond well to challenging expectations, very good pace and the effective use of a variety of resources. This combination was particularly evident in an excellent Year 7 lesson in which the teacher got the students to experience changes of pulse rate and then to record and analyse it using information technology. In less effective lessons, teachers become preoccupied with managing the behaviour of the less committed minority, to the detriment of teaching knowledge and skills.

92. Testing in order to assess students' standards on entry is being developed. Recently the 'Sportsmark' award has been applied for. Although the sports hall and all weather pitch have a positive impact on learning, there is only one specialist indoor area and the boys changing rooms are cramped and inadequate for the size of most groups.

## **BUSINESS AND OTHER VOCATIONAL COURSES**

### **Business education**

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

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

- Achievement is good with many students achieving better than their predicted grades.
- Teaching is good. Lessons are well planned and cater for the different abilities of students.
- The ability of students to analyse information from a range of sources to make informed judgements is underdeveloped and further hindered by weak writing skills.

#### **Commentary**

93. Overall standards seen during the inspection for GCSE and Applied Business courses are satisfactory with standards in Year 10 in line with expectations. Standards are lower in Year 11 indicating below average attainment. Achievement, however, is good with many students achieving above their predicted grades. Students develop satisfactory, and in some cases good knowledge and understanding of business organisations and how they work. In GCSE lessons students consolidate and apply a range of business concepts effectively in their coursework. Overall student's ability to interpret and analyse information to make decisions and judgements is less well developed. Students' oral skills are good and they participate well in question and answer sessions and discussion. Written skills are less well developed and this hinders standards in coursework.
94. Teaching is good. Lessons are well planned with learning objectives effectively shared with students so they are clear about what is expected of them. The good range of tasks maintains students' interest and ensures that lessons are productive. Students receive good individual support from teachers enabling them to make good progress in lessons. Students are well supported to improve their work through the review and target setting procedures that operate in the department. Students' attitudes are generally good with a desire to do well in the subject.
95. Leadership is good. Currently it is a shared responsibility at senior management level. There is a clear direction for future developments of the area that is linked to the introduction of initiatives for the 14 to 19 curriculum. The management of the area is satisfactory. It is proposed that an appointment be made for September 2004 to take responsibility for this area and to ensure that procedures are in place to secure improvements.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Citizenship

Overall, the quality of provision in citizenship is **unsatisfactory**.

#### Main strengths and weaknesses

- The statutory requirements for the introduction of citizenship are not yet met in Years 7 to 11.
- The introduction of citizenship as a National Curriculum subject has not been well planned. There is no co-ordinator in charge of the subject and no clear aims, priorities or targets.
- Statutory annual reporting is not in place and there are no current procedures for assessing statutory attainment at the end of Year 9 in 2004.
- There are examples of good practice in some subject areas and within the programme of personal, social and health education.
- There is a good range of opportunities for students to take part in school and community based activities to develop their personal and social skills.

#### Commentary

96. The introduction of citizenship has been hampered by staffing problems within the school. The senior management carried out a subject audit in the summer term but gaps in citizenship provision were not clearly identified. No co-ordinated action was taken to ensure that the programmes of study would be consistently and systematically delivered across the curriculum. Each subject area is required to identify where it might deliver parts of the citizenship programme, but there are no clear aims, priorities or targets to help them to do so. The failure to appoint a co-ordinator in charge of the subject has led to patchy and incidental coverage across the school.
97. There are good opportunities for all students to take on responsibility in year and school council work, for raising money for charities, undertaking environmental initiatives and becoming more involved in the work of the local community. There is an urgent need to appoint a citizenship co-ordinator so that existing good practice in the school can be better utilised to raise standards for all students.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since being identified as a cause for concern by its LEA during its first year of operation. [It is no longer in that category and is one of the LEAs 'GREEN' schools.]	2
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Students' achievement	3
<b>Students' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Students' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well students learn	3
The quality of assessment	5
How well the curriculum meets students' needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Students' care, welfare, health and safety	2
Support, advice and guidance for students	4
How well the school seeks and acts on students' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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